DOCUMENT RESUME

ED 216 321 CS 006 647

AUTHOR Chapman, Carmen Woods
TITLE IIEP Reading Report. Results of the 1979 and 1980 Illinois Inventory of Educational Progress.
INSTITUTION Illinois State Board of Education, Springfield, Dept. of Planning, Research and Evaluation.
PUB DATE Mar 82
NOTE 97p.

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Content Area Reading; *Educational Assessment; Elementary Secondary Education; Grade 4; Grade 8; Grade 11; *Reading Achievement; *Reading Research; Reading Skills; State Departments of Education; State Surveys; *Test Items; *Test Results
IDENTIFIERS *Illinois Inventory of Educational Progress

ABSTRACT

Designed as an overview of the 1979 and 1980 Illinois Inventory of Educational Progress (IIEP) in fourth, eighth, and eleventh grade reading, this report presents the results for each grade level along with performance comparisons between years and topic areas (using sources of information and reading in the social sciences, literature, and the sciences). Section one of the report discusses the purpose and rationale of the assessment and briefly summarizes the findings. Section two, the bulk of the report, contains an analysis of each of the test items in the assessment at all three grade levels, followed by a summary of the overall observations of the reading panel interpreting the assessment. Section three offers general observations and future considerations gleaned from the results of the assessment. Appendixes contain six tables displaying teacher opinions related to the test items (degree of exposure in class, importance of mastery, and degree of difficulty) and a sample of the teacher survey form. (RL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED216321

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

IIEP

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Illinois State Board of Education

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Reading Report

Results of the 1979 and 1980 ILLINOIS INVENTORY OF EDUCATIONAL PROGRESS

CS006647

FOREWORD

This report is designed to provide an overview of the 1979 and 1980 Illinois Inventory of Educational Progress (IIEP) in fourth, eight and eleventh grade reading. The results for each grade level are presented along with performance comparisons between years and topic areas. It is hoped that this information will help in curricular development and instruction in Illinois schools.

While many state staff members contributed to the preparation of this report, I would like to acknowledge the efforts of Carmen Woods Chapman as the main writer. Questions concerning this report may be addressed to her or to Thomas Kerins, Manager of the Program Evaluation and Assessment Section of the Department of Planning, Research and Evaluation.

Donald G. Gill
State Superintendent of Education

Illinois State Board of Education

100 North First Street
Springfield, Illinois 62777

Edward Copeland, Chairman
Illinois State Board of Education

Donald G. Gill
State Superintendent of Education

An Equal Opportunity/Affirmative Action Employer
Printed by the Authority of the State of Illinois
March 1982 3M 2-641B-41 No. 302

TABLE OF CONTENTS

FOREWARD 1

PREFACE. 3

SECTION I Introduction To The 1979-80 Reading Report 5

A. Committee Rational. 6

B. Summary of the Findings 7

SECTION II Items, Subject, Grade Level, and Teacher Survey Results 9

A. 4th Grade 9

B. 8th Grade 29

C. 11th Grade. 53

SECTION III General Observations and Future Considerations. 79

APPENDICES

APPENDIX A Reading Panel. 81

APPENDIX B Sample of the Teacher Survey 83

APPENDIX C Tables I-VI 1979-1980 Teachers Survey Data 85-91

PREFACE

Purpose

The Illinois Inventory of Educational Progress (IIEP) is a systematic effort by the Illinois State Board of Education to collect information on the educational achievement of Illinois students in certain areas and to make that information available to educational decision makers.

The three goals of the IIEP are:

1) to make available relevant, reliable, and valid data on the educational attainments of Illinois students;

2) to identify any trends (growth, stability, or decline) in educational attainments which occur over time; and

3) to publish results of the research conducted in connection with the IIEP.

Student Selection

A random sample with two sampling stages is used to select those students attending Illinois public schools who will participate.

First, schools, throughout the state are chosen randomly. A sample of fourth, eighth, and eleventh graders is then randomly selected from lists of eligible students submitted by schools for participation. These grade levels are selected to correspond roughly with the end of the primary, elementary, and secondary levels of education.

Since the IIEP is geared toward determining how groups of Illinois students perform on given tasks, no individual student, teacher, school, or district is identified in any reports of the results.

Type of Test

The IIEP is designed as a domain referenced test in which the items are selected to measure one area of subject matter. In the reading test, the items are used assess the level of comprehension and reading competence in topical areas for Illinois students as a group.

The IIEP can also be used as a norm referenced test. A school district can administer the test to their students and compare their overall performance to the state wide results.

In addition, individual IIEP items can be used to construct a criterian referenced test. The items can be matched to local curriculum objectives and standards and included with additional questions to form a test.

The IIEP is not designed nor should it be used to diagnose or evaluate the strengths and weaknesses of individual students. Aggregate results are the only reliable and valid data which can be used.

Subject Areas

The IIEP has been in existence since 1976. A number of subject areas have been assessed, for example, reading, mathematics, science, citizenship, energy and nutrition, as well as student attitudes about themselves and education in general.

Baseline data is collected during the first year that any subject area is assessed. For each succeeding year that a subject area is reassessed, comparisons can be made concerning student performance on specific objectives, and any growth or decline in achievement can be noted.

Section I

Introduction to the 1979-80 IIEP Reading Report

Fourth, eighth, and eleventh grade students were tested by the Illinois Inventory of Educational Progress (IIEP) in the spring of 1979 and 1980 in the area of reading. This report includes analyses of student performance by grade level in general reading topic areas and various levels of comprehension for both 1979 and 1980.

Reading educators representing elementary, secondary, and college-level areas formed a panel which served in an advisory and consulting role to State Board staff in establishing the framework for both the 1979 and 1980 reading tests. Upon completion of the assessments and the compilation of the statistical data, the committee was asked to comment and analyze the results which form the basis for both curricular and item-level discussions which follow.

In addition to the consultants' suggestions, a teacher survey, administered along with the test, sought to validate the test, supply additional perspective on the results, and provide a possible standard of performance that could be used to compare results of future tests.

A teacher from each participating school was asked to determine four things for each test item: (1) whether students had been exposed to the subject material; (2) how important the item was in a mastery concept; (3) whether the item was of an appropriate level of difficulty; and (4) the percentage of students that could be expected to answer each item correctly.

The conceptual foundation of the reading assessment is the following set of reading topics.

I. USING SOURCES OF INFORMATION

By definition, sources of information may include schedules; reference materials, such as the dictionary, table of contents, an atlas, and the encyclopedia; advertisements; labels; signs; forms; and applications.

II. SOCIAL SCIENCE

The several major areas in social science are identified as economics, environmental, anthropology/sociology, history, and government. These content areas are representative of the curricular areas commonly emphasized in the public schools of Illinois. Consumer economics, Illinois and U.S. government, and history are state-mandated programs.

III. LITERATURE

Literature is a general category which goes beyond the traditional meaning of the term "literature." The basic criterion for the category is whether the prose material is narrative, "poetic," or story materials (but not expository or content writing). The single statement cloze procedure is generally classified as literature-prose. Straight vocabulary items (which are not asked in context of a passage) are also included in this category.

IV. SCIENCE

Reading in the science area includes physical science, earth science, biology, and health topics.

Reading Abilities

1. Literal comprehension - the ability to recognize or recall ideas, information, and happenings that are explicitly stated. It requires selection of a correct response on the basis of word analysis, word meaning, syntactic relationship, or any combination of these. Literal comprehension involves only one step; the reader sees the word and recognizes its meaning. Recognition of the meaning of difficult vocabulary is literal comprehension.

2. Inferential comprehension - the ability to synthesize the literal content of a selection, personal knowledge, intuition, and imagination as a basis for conjecture or hypotheses. It involves the mediation of an extra step to identify the appropriate implications. At least two steps are necessary. The reader must understand the literal meaning of the words; the reader must also perceive that there are connotations, nuances, or implications beyond a literal interpretation. In reading passages, clues are provided to help the reader construct the necessary mediating symbol for arrival at the appropriate conclusion.

3. Critical comprehension - the ability to apply personal, defensible criteria in interpreting and evaluating a passage. This necessitates the creation of one's own criteria and multiple comparisons of these to the passage. It demands at least three steps in addition to the development of one's own standards. The reader must have a set of concepts and values regarding the content of the passage. From this perspective, the reader must judge the author's purpose, truthfulness, fair-mindedness, and bias. The reader must also judge the validity of the passage and be able to describe his/her judgment criteria. Finally, the reader's understanding of the passage, criteria for evaluation, and process of application must be reasonable. Although, by definition, critical comprehension cannot be assessed through an objective test, a discussion of this ability level is included to illustrate the total spectrum of reading comprehension as defined by the reading committee.

For purposes of analysis, the assessment results are concentrated in topic areas, ability levels, and teacher opinions on appropriateness, coverage, importance of mastery, and expectations for student performance.

Committee Rationale

In examining the results of two years of reading assessments, it is important to recognize that although similar in design, the two tests are not necessarily equal. It is possible to look and comment on the same items given in both years within each grade level as they relate to a general topic or comprehension area.

In addition to comments from the reading committee, items are also analyzed in terms of teacher evaluation (importance, difficulty, exposure, and estimate of student performance). These analyses will use the following quidelines in describing both discrepancies between teacher estimates and student scores as well as student performance on the same item across years.

- approximating for discrepancies of ten or less percentage points
- higher than/lower than for discrepancies of 11 to 20 points
- considerably higher than/lower than for discrepancies of more than 20 points.

These discrepancies guidelines were established because consultants suggested the use of consistent standards. Ten percentage points was used since standard deviations for previously calculated data was usually near .10.

The committee agreed upon the following definition to be used within the framework of their comments and critique of the test results. Reading is the meaningful interpretation of printed or written language symbols. It involves the use of a variety of material types (i.e., novels, poems, short stories, textbooks, directions, notes and letters, application forms, encyclopedias, dictionaries, maps, graphs, etc.) for the accomplishment of an equally diverse set of purposes (i.e., to find out or to learn, to enjoy, to research, to remember, to apply, etc.). Differences in prior knowledge, perspective, cultural background, and experience certainly influence the reading process. However, they do not completely control it because there is probably unambiguous meaning tucked away in most messages.

The committee is of the opinion that there is no exact hierarchy of reading skills which should be introduced for learning. In addition, reading skills are so interrelated that measurement of single items is most difficult. Reading is not recognizing short vowel sounds or consonant digraphs. Reading is comprehending and applying the content, bringing to print one's previous knowledge and experiences, and anticipating events to be presented.

Reading involves (1) perception (recognition); (2) literal comprehension of word, sentence and paragraph meaning; (3) understanding of the implied or interpretive meaning; (4) the appreciation of the reaction to, and the use of the meaning; (5) and finally, the exercise of critical judgment toward the meaning.

Summary of the Findings

Following each grade level analysis, there is a section of "overall comments" which include the following observations.

Fourth grade students perform more accurately (10-11% higher) on literal questions than on inferential ones for both 1979 and 1980. In the topical area of social studies, there is an overall increase in performance from 57% in 1979 to 69% in 1980.

Eighth grade students also show a significant increase (See reading panel guidlines.) in performance in the social studies area from 56% in 1979 to 70% in 1980. In addition, there is a 10% increase on inferential reading items from 1979 (56%) to 1980 (66%).

Eleventh grade students had a mean score of 81% (1979) and 82% (1980) on literal items and 63% (1979) and 72% (1980) on inferential questions. This results in an 18% difference between these types of items for 1979 and 10% difference in 1980.

It appears that for all grade levels there is a significant difference in performance on literal and inferential questions. There is also an upward trend in almost all subject areas from 1979 to 1980, although, in some cases the increase is more substantial than others. The report contains individual topic discussions by grade level for each group of items designated for the particular area. On the whole, the social studies topic area has the most noticeable increase between 1979 and 1980.

Section II

Item, Subject, Grade Level, and Teacher Survey Results

This section contains an item analysis of each subject area at all three grade levels followed by a summary of the overall observations of the reading panel.

There are six tables which display the teacher survey data which is being described in this section, as well as a sample copy of the survey instrument for both years at the conclusion of the report.

The panel of reading educators was asked to analyze and interpret test results using the test data and teacher survey data. This section gives the data and the panel's comments. Correct answers are underlined. Teacher estimates are abbreviated as Tchr. Est.; student's scores are abbreviated as Stu. Score. Each grade level will be analyzed separately and, where appropriate, the items compared across years.

4Th GRADE

Sources of Information-Literal Items

Item # 84(1979) #74(1980)

	1979	1980
Stu. Score	76%	78%
Tchr. Est.	78%	74%

If you wanted to buy some bubble gum that would stay sweet for a long time, which of these would you buy? Select your answer and mark the proper box on your answer sheet.

A)

B)

C)

D)

Item # 85(1979) #75(1980)

	1979	1980
Stu. Score	80%	86%
Tchr. Est.	69%	66%

If you are walking, which sign tells you what to do?

A)

B)

C)

D)

Item # 81(1980)

	1980
Stu. Score	83%
Tchr. Est.	87%

If the choices below were listed in alphabetical order, which one would be first?

A) robber
B) salt
C) train
D) trail

Item # 82(1980)

	1980
Stu. Score	96%
Tchr. Est.	81%

If the choices below were listed in alphabetical order, which one would be first?

A) wade
B) wire
C) wonder
D) work

Item # 87(1979) #80 (1980)

	1979	1980
Stu. Score	77%	78%
Tchr. Est.	77%	78%

If you like books which are NOT about people, which one of the following would you read?

A) The Jazz Man
B) Johnny Tremaine
C) Little Women
D) All about Elephants

Personal Schedule

Monday	9:00 a.m. - 4:30 p.m.	School
Monday	5:00 p.m. - 6:15 p.m.	Cheerleader practice
Tuesday	----------	Vacation from school
Wednesday	9:00 a.m. - 4:30 p.m.	School
Thursday	9:00 a.m. - 4:30 p.m.	School
Thursday	10:00 p.m. -	Slumber party
Friday	9:00 a.m. - 11:30 a.m.	School 1/2 day
Saturday	4:30 p.m. - 7:00 p.m.	Birthday party

Item # 108(1980)

	1980
Stu. Score	29%
Tchr. Est.	48%

Which of the following additional things could you do if you wanted to?

A) Monday 6:00 p.m. - 8:00 p.m. Concert at the Adam's Theatre
B) Wednesday 1:30 p.m. - 3:00 p.m. Little Theatre Meeting
C) Friday 7:30 p.m. - 11:00 p.m. Spring Formal
D) Saturday 5:00 p.m. - 7:30 p.m. Movie, Tarzan

PANEL COMMENTS

These literal items all contain fairly easy vocabulary for 4th grade students, but in slightly different forms (e.g., reading labels, signs, schedules.) The items which were given in both 1979 and 1980 have no discrepancy in student scores but on both the street signs and the schedules, the teacher estimate is considerably different than student performance. Item #108 (1980) concerning the personal schedule is considered to be important to teachers, but 61% said that students had been only minimally exposed to this type of subject matter. In addition, 90% of the teachers thought it was a difficult question. The other items are rated as important to master, and either appropriate or easy for fourth graders. Teachers indicate that students had been or were presently being exposed to the subject matter contained in the items.

JOHNSON MAKING GOOD MONEY IN NEW JOB

Officials at the Plattersville Government Mint awarded a special citation to E. J. Johnson, an ex-prisoner. One official was quoted as saying that the Plattersville Mint now produces the best quality currency of any mint in the nation.

Item # 113(1980)

	1980
Stu. Score	25%
Tchr. Est.	46%

According to the article, the headline means that:

A. Johnson has a new job for which he receives a good salary.
B. Johnson makes high quality counterfeit money in his new job.
C. Johnson makes high quality legitimate currency in his new job.
D. Johnson is a good worker, so he gets a special citation.

Item # 86(1979)

	1979
Stu. Score	68%
Tchr. Est.	70%

If you had to tell your class about windmills, which of these would be the BEST book to use?

A) an atlas
B) a dictionary
C) an encyclopedia
D) the Yellow Pages in the telephone book

CITY COUNCIL DISCUSSES PROBLEM WITH MAYOR

Last night in a closed-door session, council members met with mayor Frisbee to discuss the problems of traffic tie-ups in downtown Circusville. The meeting, which lasted till 2:00 a.m., resulted in a set of recommendations for changing downtown traffic patterns.

Item #112(1980)

	1980
Stu. Score	34%
Tchr. Est.	52%

According to the article, the HEADLINE means that:

A) The city council had a problem with the mayor, and they met without the mayor to discuss it.
B) The city council met with the mayor to discuss a problem of mutual interest.
C) The city council held a meeting which lasted until 2:00 a.m.
D) Traffic will soon be speeding along in Circusville.

PANEL COMMENTS

Although the teacher estimates are not particularly high, the student scores on two of the three items are 18-21% lower than the predictions. Over 86% of the teachers surveyed believe that items 112 and 113 (1980) were difficult and over 37% of them do not feel that fourth grade students have been exposed to this type of material. Panel members suggest that students may have attempted to apply the literal meaning of the words in the headline without referring to the text of the selection.

In reviewing the whole topic of sources of information, only three and five items were asked in 1979 and 1980 respectively. The mean student response for all items is 75% for both years and mean percentage of teacher estimates is 74% for 1979 and 72% for 1980. The discrepancies between student scores and teacher estimates appear on the items which were rated as most difficult and least covered. The committee suggests that the whole area of using reference materials may be one which could be assessed in future years.

Social Science - Literal Items

Would you like to know about the Feast of Flags? It honors the boys of Japan. This feast is held on the fifth day of the fifth month. On that day, the air seems full of fish. Big colored fish fly like flags from tall bamboo poles. The paper fish are many sizes and are usually in the shape of carp.

Item # 98(1979)

	1979
Stu. Score	57%
Tchr. Est.	77%

The Feast of Flags is held in honor of the _____ of Japan.

A) fish
B) carp
C) boys
D) flags

Item # 99(1979)

	1979
Stu. Score	60%
Tchr. Est.	77%

The paper fish are flown from

A) flag poles.
B) fishing poles.
C) bamboo poles.
D) paper poles.

In the United States, we grow many forests scientifically. As trees are cut down for industry, new ones are planted to take their place. foresters study how the trees will grow in a given climate and soil. They also plant trees that are useful to people. If we do not have too many careless fires, we should have plenty of trees for the future.

Item #104(1979) #98(1980)

	1979	1980
Stu. Score	64%	79%
Tchr. Est.	76%	71%

Foresters are people who take care of

A) fish.
B) trees.
C) animals.
D) people.

Item #107(1979) #101(1980)

	1979	1980
Stu. Score	52%	60%
Tchr. Est.	69%	67%

New trees are planted when old ones are cut down because

A) the old trees are dead.
B) the new trees take up less room.
C) the new trees are needed to replace the old trees.
D) it is a good idea to plant trees.

Some of our ways of living have come to us from Britain and northwestern Europe. We learned about golf from Scotland and skiing from Scandanavia. These amusements were picked up by American travelers or brought by people coming to live in America. Baseball, basketball, and football were developed in America. "Sandlot baseball" was played on vacant lots after the Civil War.

Item #113(1979)

	1979
Stu. Score	56%
Tchr. Est.	67%

Modern baseball is really from

A) Europe.
B) Scotland.
C) America.
D) Scandanavia.

Item #114(1979)

	1979
Stu. Score	56%
Tchr. Est.	68%

An amusement is something that is

A) hard.
B) fun.
C) silly.
D) foreign.

Item #115(1979)

	1979
Stu. Score	49%
Tchr. Est.	69%

"Sandlot baseball" was first played on _____lots.

A) school
B) empty
C) parking
D) full

PANEL COMMENTS

On the questions which are asked in 1979, all of the teacher estimates are higher than actual student performance ranging from 11% to 22% difference. Teachers as a group do not think that these questions are particularly difficult, but rather appropriate to measure the skills involved. On the last three items (113, 114, 115), 15% of the teachers indicated that the material has not been covered and the same percentage listed them as difficult.

The panel agreed with the teacher survey in that the questions were not particularly difficult, and students have been exposed to the material.

The comparison across years on the "Feast of Flags" (items 98,99-1979) and "forests," (items 104, 107-1979) items shows that students in 1980 performed from 15% to 20% higher, which the panel feels is a positive trend. The teacher estimates on those 1980 items are much closer to actual student performance.

Social Science - Inferential Items

Life in the big cities can be one-sided. Often there is less chance for people to enjoy nature in the big city. There are not as many green trees, flowers or grassy areas where people can relax.

Item #100(1979) #102(1980)

	1979	1980
Stu. Score	61%	68%
Tchr. Est.	65%	64%

It is important for people living in the city to enjoy

A) green trees.
B) good earth.
C) flowers.
D) nature.

Item #101(1979) #103(1980)

	1979	1980
Stu. Score	52%	56%
Tchr. Est.	68%	63%

In this story city life is one-sided because

A) there are too many buildings.
B) there is not enough nature.
C) there is too much nature.
D) they do not know country people.

Item #102(1979) #104(1980)

	1979	1980
Stu. Score	54%	65%
Tchr. Est.	67%	66%

In this story nature is

A) people and animals.
B) streets and buildings.
C) rivers and hills.
D) trees and flowers.

Some of our ways of living have come to us from Britain and northwestern Europe. We learned about golf from Scotland and skiing from Scandanavia. These amusements were picked up by American travelers or brought by people coming to live in America. Baseball, basketball, and football were developed in America. "Sandlot baseball" was played on vacant lots after the Civil War.

Item #116(1979)

	1979
Stu. Score	52%
Tchr. Est.	68%

The three big sports in America all have to do with

A) feet.
B) hands.
C) sticks.
D) balls.

Item #117(1979)

	1979
Stu. Score	44%
Tchr. Est.	67%

Our ways of living are

A) all American.
B) partly from other countries.
C) all from other countries.
D) learned from travelers.

In the United States, we grow many forests scientifically. As trees are cut down for industry, new ones are planted to take their place. Foresters study how the trees will grow in a given climate and soil. They also plant trees that are useful to people. If we do not have too many careless fires, we should have plenty of trees for the future.

Item #103(1979) #97(1980)

	1979	1980
Stu. Score	72%	84%
Tchr. Est.	69%	64%

It is _____ to grow scientifically.

A) a good idea
B) a bad idea
C) very expensive
D) very cheap

Item #105(1979) #99(1980)

	1979	1980
Stu. Score	62%	74%
Tchr. Est.	74%	71%

Careless fires are

A) necessary.
B) useful.
C) planned.
D) wasteful.

Item #106(1979) #100(1980)

	1979	1980
Stu. Score	57%	64%
Tchr. Est.	74%	71%

If we are careful, we should have _____ trees for the future.

A) enough
B) few
C) many
D) little

Item #83 (1980)

	1980
Stu. Score	72%
Tchr. Est.	76%

Slowly the people of the earth changed their ways of _____. They no longer wandered from place to place to gather food. They learned to farm. They made houses and other kinds of buildings.

A) eating
B) living
C) playing
D) dressing

PANEL COMMENTS

Most of the social science inferential items have 10% higher teacher estimates than student performance scores. The student scores for 1980 are much closer to the teacher estimates. On three of the items (102, 103, 105, 1979), there is more than a 10% increase in student performance from 1979 to 1980.

The committee notes that the scores on the literal questions from the same passage are higher than these inferential ones. Students appear to be able to respond to "main idea" literal questions more accurately. Teacher survey data indicate that while teachers did expect students to do better than they actually did, teachers considered these inferential questions to be more difficult.

In the whole topical area of social science, there are 15 questions in 1979 and 9 in 1980. The mean correct response for students increased from 57% in 1979 to 69% in 1980 which the committee feels is a significant improvement in social studies reading. The mean teacher expectancy was 71% in 1979 and 67% in 1980 which means that not only did students improve, but they scored much closer to teacher estimates in 1980 than in 1979.

Literature - Literal Items

Once there was a fish named Big Eyes who was tired of swimming. It wanted to get out of the water and walk like other animals do. So, one day without telling anyone it just jumped out of the water, put on shoes, and took a long walk around the park.

Item #76 (1979) #79 (1980)

	1979	1980
Stu. Score	63%	66%
Tchr. Est.	75%	70%

What do you think the person who wrote this story was trying to tell you?

A) what fish are like
B) that fish wear shoes
C) a funny story about fish
D) that fish don't like to swim

The wind pushed the boat farther and farther out to sea. It started to rain and the fog grew thick. The boy and his father were lost at sea.

Item #81 (1979) #76 (1980)

	1979	1980
Stu. Score	76%	86%
Tchr. Est.	80%	78%

What happened FIRST in the story?

A) It became foggy.
B) It started to rain.
C) The boat turned over.
D) <u>The boat went out to sea</u>.

Item #82 (1979) #77 (1980)

	1979	1980
Stu. Score	80%	90%
Tchr. Est.	82%	78%

What was the weather like?

A) calm
B) dry
C) sunny
D) <u>wet</u>

Item #83 (1979) #78 (1980)

	1979	1980
Stu. Score	83%	93%
Tchr. Est.	83%	80%

At least how many people were in the boat?

A) one
B) <u>two</u>
C) three
D) four
E) five

Item #94 (1979)

	1979
Stu. Score	66%
Tchr. Est.	68%

The sound of the cannon broke the _____ which had been so brief.

A) damage
B) <u>silence</u>
C) summer
D) clouds

Item #95 (1979)

	1979
Stu. Score	74%
Tchr. Est.	67%

The volcano groaned and then suddenly _____ sending fire and ashes into the sky.

A) switched,
B) shrieked,
C) exploded,
D) reached,

Item #96 (1979)

	1979
Stu. Score	61%
Tchr. Est.	66%

The cameraperson perches on the crane and peers through the

A) microphone.
B) camera.
C) attempt.
D) assistant.

Item #88 (1979)

	1979
Stu. Score	67%
Tchr. Est.	70%

The terrified oppossums _____ in the darkness.

A) covered
B) thrilling
C) trembled
D) allowed

Item #89 (1979) #79 (1980)

	1979	1980
Stu. Score	48%	48%
Tchr. Est.	71%	71%

After _____ the bank, the thieves celebrated magnificently.

A) raining
B) robing
C) collecting
D) robbing

Item #90 (1979) #90 (1980)

	1979	1980
Stu. Score	56%	61%
Tchr. Est.	70%	66%

The panting dogs had lost the _____ of the starving fox.

A) sent
B) present
C) cent
D) scent

AMERICAN HAIKU
BY JERRY MCCELLAN

Riding on the __91__ of a truck, cool breezes __92__ my hair, buzz of a honey __93__ in my ear.

Item #91 (1979) #86 (1980)

	1979	1980
Stu. Score	83%	93%
Tchr. Est.	78%	76%

A) stood
B) face
C) back
D) year

Item #92 (1979) #87 (1980)

	1979	1980
Stu. Score	85%	94%
Tchr. Est.	77%	78%

A) blowing
B) morning
C) coming
D) meaning

Item #93 (1979) #88 (1980)

	1979	1980
Stu. Score	67%	75%
Tchr. Est.	76%	78%

A) area
B) eyes
C) sound
D) bee

The lie-detector was first used by police to help them solve crimes. The lie-detector is not a mind reader. All it does is show changes in the body. For example, it shows when the heartbeat goes faster. This usually happens when someone is lying. The lie-detector does not catch liars. It only gives the police information which may help them find the person who is not telling the truth.

Item #108(1979)

	1979
Stu. Score	68%
Tchr. Est.	75%

The lie-detector was first used by

A) soldiers.
B) police.
C) firefighters.
D) mind readers.

Item #109(1979)

	1979
Stu. Score	68%
Tchr. Est.	76%

The lie-detector is used to help solve

A) crimes.
B) accidents.
C) sickness.
D) health.

Item #110(1979)

	1979
Stu. Score	47%
Tchr. Est.	69%

The lie-detector

A) is a mind reader.
B) shows changes in the body.
C) solves crimes.
D) catches liars.

Item #111(1979)

	1979
Stu. Score	52%
Tchr. Est.	66%

The lie-detector can

A) solve a crime.
B) help solve a crime.
C) read minds.
D) tell when a person is ill.

PANEL COMMENTS

The committee feels that it is very difficult to assess the literature topic because of the inclusion of all prose materials which are not specifically assigned to the other topic areas. Some of the "literature/literal" items include simple one blank type sentences (88,89,90) which require vocabulary or simple syntactical knowledge. Students appear to have had problems on #88 and 90(1979) with correct spelling. Teacher estimates range from 14% higher on one to 23% higher on the other with little or no change across years.

Other items which require reading of a short paragraph are simple factual or sequential types of questions. Questions 81, 82, and 83(1979) show a consistent 10% increase from 1979 to 1980 and also exceed teacher expectations. Fourth grade students appear to have improved in answering these types of questions.

Similar improvement across years is also evident in the short American Haiku poem. Student mean percentages were up almost 10% and above teacher expectations on two of the three questions.

In the one more lengthy paragraph about the lie detector, student scores range from 7% to 22% below teacher expectations. The panel feels that although the selection is slightly longer than some of the others in this topic area, the questions are straigthtforward and easily found within the text. The teacher survey indicates that 85% - 96% of the teachers feel these questions are either easy or appropriate for fourth graders.

Literature - Inferential

A tree had fallen across the road. An army officer was ordering his servant to get the tree out of the way. A stranger came and asked the officer why he did not help his servant. The officer answered, "Why Sir, I am an officer in George Washington's army." The stranger smiled, leaned down and helped the servant, who was tugging at the tree.

The officer was surprised and asked why he lowered himself to help a servant. The stranger answered that all men were created free and equal, and no one has the right to order another about in such a manner. The officer asked the stranger who he was. The stranger answered, "George Washington." The officer said nothing and looked to the ground. The servant gave Washington a friendly smile.

Item #77 (1979) #105(1980)		1979	1980
	Stu. Score	56%	58%
	Tchr. Est.	69%	54%

The stranger helped the servant because

A) the officer asked him to.
B) he respected the servant.
C) the stranger knew him.
D) he was angry with the officer.

Item #78 (1979) #106(1980)		1979	1980
	Stu. Score	39%	37%
	Tchr. Est.	68%	56%

The officer

A) did not like his servant.
B) thought he was better than the servant.
C) wanted his servant to learn how to move trees.
D) wanted to show Washington he was a good officer.

Item #79 (1979) #107(1980)		1979	1980
	Stu. Score	56%	53%
	Tchr. Est.	66%	56%

Washington wanted the officer to know that

A) the servant needed help.
B) the servant was equal to the officer.
C) the servant was inferior.
D) the servant did not know how to lift trees.

Item #80 (1979)

	1979
Stu. Score	47%
Tchr. Est.	70%

When the officer found he had met George Washington, he felt

A) happy.
B) ashamed.
C) angry.
D) friendly.

Item #97 (1979) #91 (1980)

	1979	1980
Stu. Score	74%	83%
Tchr. Est.	59%	59%

Instinct told her that water might soothe the torture of her _____ but she could not bend to drink.

A) thirst,
B) security,
C) advantage,
D) tang,

The lie-detector was first used by police to help them solve crimes. The lie-detector is not a mind reader. All it does is show changes in the body. For example, it shows when the heartbeat goes faster. This usually happens when someone is lying. The lie-detector does not catch liars. It only gives the police information which may help them find the person who is not telling the truth.

Item #112(1979)

	1979
Stu. Score	47%
Tchr. Est.	63%

When the lie-detector is used, the police

A) do not need anything else.
B) still need other information.
C) doubt its use.
D) always double-check.

Christmas was only a few days away. The wind was strong and cold. The walks were covered with snow. The downtown streets were crowded with people. Their faces were hidden by many packages as they went in one store after another. They all tried to move faster as they looked at the clock.

Item #84 (1980)

	1980
Stu. Score	76%
Tchr. Est.	70%

What were most of the people probably doing?

A) Window-shopping
B) Waiting for a bus
C) Last-minute shopping
D) Looking at decorations
E) Talking to Santa Claus

Item #85 (1980)

	1980
Stu. Score	61%
Tchr. Est.	67%

When did the story probably happen?

A) November 28
B) December 1
C) December 21
D) December 25
E) December 28

PANEL COMMENTS

On the one passage about George Washington (Items #77, 78, 79, 80-1979), student mean percentage scores are almost exactly the same from 1979 to 1980, but consistently below teacher expectations. Eighty-seven percent of the teachers in the 1980 survey did indicate that the questions were difficult and 34-39% said that students had not been exposed to the material. Interestingly enough, only 3-8% of the teachers in 1979 said that students had not been exposed to the material. This may be some information which needs to be investigated in future surveys.

Overall Literature Topic Area Comments:

There are a comparable number of literature questions in 1979 (22) and 1980(20). The mean percentage of student responses is 63% for 1979 and 69% for 1980. Teacher expectancy percentages are 71% for 1979 and 67% for 1980. Using the percentage discrepancies listed at the beginning of this selection, it can be concluded that there does not appear to be any differences between years in either teacher estimates or student scores.

Reading Committee members feel that the IIEP needs to assess the students' ability to read literature (prose). Concern is expressed about the lack of questions requiring the student to identify the four elements of fiction: setting, plot, character, and theme, which may be a direction for future assessments.

Science - Literal Items

The five fingers do not all have the same strength. After the thumb, the middle finger is usually the strongest. Next comes the index finger. The fourth finger is weak, In typing or in playing the piano, the fourth finger is the hardest to train. The little finger moves much more easily, but it is the weakest.

Item #109(1980)

	1980
Stu. Score	64%
Tchr. Est.	64%

After the thumb, which finger is usually the strongest?

A) The index finger
B) The middle finger
C) the ring finger
D) The fourth finger

Item #110(1980)

	1980
Stu. Score	54%
Tchr. Est.	64%

Which finger is the hardest to train in typing?

A) The thumb
B) The little finger
C) The fourth finger
D) The strongest finger

Scarlet fever begins with fever, chills, headache, and sore throat. A doctor diagnoses the illness as scarlet fever when a characteristic rash erupts on the skin. This rash appears on the neck and chest in three to five days after the onset of the illness and spreads rapidly over the body. Sometimes the skin on the palms of the hands and soles of the feet shreds and flakes. Scarlet fever is usually treated with penicillin and, in severe cases, a convalescent serum. The disease may be accompanied by infections of the ear and throat, inflammation of the kidneys, pneumonia, and inflammation of the heart.

Item #111(1980)

	1980
Stu. Score	44%
Tchr. Est.	57%

The passage begins by telling us

A) how to take care of scarlet fever.
B) how to keep from getting scarlet fever.
C) that other diseases may accompany scarlet fever.
D) how you look and feel when you get scarlet fever.

PANEL COMMENTS

It is difficult to form general conclusions about a topic area with only three items which are all on the 1980 assessment. On two of the questions, teacher expectancies are 10-13% higher than student scores. Nineteen to 34% of the teachers indicate that this material has not been covered, while 55-76% say that the questions are difficult for fourth graders. About 85% of teachers surveyed believe that these questions measure skills which are "very important" to master.

The committee feels that more questions need to be developed in the general area of science in order to draw conclusions about student performance. On the three questions which were asked, the mean student score is 54% and the teacher expectancy is 61%. Given the the general guidelines of the committee, there is no discrepancy between these mean percentages.

4th Grade Overall Comments

The panel suggests several summary conclusions on the fourth grade assessment. It appears that on the same questions, students did score higher in 1980 than 1979 particularly, in the social studies subject area. Although there is no statistically significant difference between the topic areas and teacher expectations and student performance, it can still be concluded that conceptually there are discrepancies (as defined by the panel) between student performance across years and also between teacher expectations and student peformance.

In addition, if a comparison is made by dividing the test into literal and inferential questions, the student mean score for literal items is 65% (25 items) in 1979 and 73% (20 items) in 1980. The teacher expectancies are 73% for 1979 and 71% in 1980 for literal items.

On the 16 inferential questions in 1979, the student score is 56% and 63% for the fourteen items in 1980. The teacher expentancy means are 65% for 1979 and 62% for 1980.

While there is some increase in student performance across years, it is below the guidelines for discrepancy established by the panel. The interesting comparison is between the performance level of students on the literal questions and on the inferential ones. In both years, students score higher on the literal level questions (10-11%). Students appear to perform more accurately on questions where only one step is involved. The teacher expectation means do not have a similar discrepancy.

Sources of Information - Literal Items

ABC BUG SPRAY

Kills spiders, roaches, ants, and most other crawling insects.

Directions: Spray surfaces over which insects may crawl, doorways, window ledges, cracks, etc. Hold can approximately 10 inches from surface. Do not use near uncovered foods or small children. Toxic.

Item #85 (1979) #75 (1980)

	1979	1980
Stu. Score	93%	93%
Tchr. Est.	86%	87%

How far should you hold the can from the surface to be sprayed?

A) 2 inches
B) 6 inches
C) 10 inches
D) 1 foot
E) 2 feet

Item #87 (1979) #77 (1980)

	1979	1980
Stu. Score	88%	80%
Tchr. Est.	88%	85%

Look at the labels from two cans of dog food. One can has more protein in it than the other. The letter below the label for the dog food that contains more protein is

A)

Ash	3%
Crude fiber	17%
Crude protein	65%
Crude fat	11%
Moisture	4%
Vitamin E	trace

HEARTY DOG FOOD

B)

Ash	2%
Crude fiber	45%
Crude protein	20%
Crude fat	30%
Moisture	3%
Vitamin E	trace

VIGORO DOG FOOD

Item #86 (1979) #76 (1980)

	1979	1980
Stu. Score	91%	94%
Tchr. Est.	86%	81%

If you are walking, which sign tells you what to do? The letter beside the correct sign for walking is

A)

B)

C)

D)

ADVERTISEMENT

JONES BROTHERS SIDING

Aluminum, steel, or __92__ siding pays for itself by __93__ you insulation and painting costs. Free estimates. No __94__.

Item #92 (1979) #85 (1980)

	1979	1980
Stu. Score	85%	85%
Tchr. Est.	73%	72%

A) cloth
B) vinyl
C) paper
D) sand

Item #93 (1979) #86 (1980)

	1979	1980
Stu. Score	84%	88%
Tchr. Est.	76%	75%

A) moving
B) standing
C) meaning
D) saving

Item 94 (1979) #87 (1980)

	1979	1980
Stu. Score	87%	90%
Tchr. Est.	76%	73%

A) fun.
B) ideas.
C) words.
D) obligation.

ADVERTISEMENT
DOOR COUNTY

Combining the atmosphere of charming New England fishing villages with the beauty of Norway's Fiords, Door County is striking for its variety and contrasts.

From its rugged shoreline of steep limestone bluffs, plunging cliffs and exploding surfs to the __103__ beaches edged with dark pine forest, the 250 mile shoreline is a spectacular excursion. Aside from the natural attractiveness of the region, Door County offers extensive __104__ attractions. Outstanding plays are presented by the Peninsula Players, America's oldest professional Summer Theatre. It is an area where artists find quiet refuge and __105__ for their original creations.

Item #103(1979)

	1979
Stu. Score	66%
Tchr. Est.	61%

A) placid sand
B) rough stony
C) plain rock
D) reserved and sheltered

Item #105(1979)

	1979
Stu. Score	71%
Tchr. Est.	59%

A) inspiration
B) fluidity
C) conformity
D) apparatus

T.V. Guide

2:00 p.m.	2	Super Mutt-Cartoons
	4	Baseball (Color) Teams to be announced. (Runs to 4:00; followed by baseball scoreboard.)
	6	Top Cat-Cartoons
	7	Movie-Mystery "Master Sleuth" (1945) Master detective (Bob Johnston) and sidekick (Pat Morgan) are on the trail of a deadly escaped convict. Sue Jones, Mort Roberts. (90 mins.)
2:30 p.m.	2	Children's Variety Repeat Today the show goes to Detroit to watch cars being assembled. (60 mins.)
	6	Visit to the Zoo Special Famous San Diego Zoo is toured.
3:00 p.m.	6	Music Beat Jay Kickels hosts an hour of popular music of local groups.

Item #130(1979) #102(1980)

	1979	1980
Stu. Score	64%	76%
Tchr. Est.	81%	81%

Which program is being run for at least a second time?

A) Cartoons
B) Children's Variety
C) Visit to the Zoo
D) Music Beat

Item #132(1979) #104(1980)

	1979	1980
Stu. Score	71%	84%
Tchr. Est.	81%	82%

How many minutes long is the program on Channel 6 at 3:00 p.m.?

A) 30 minutes
B) 60 minutes
C) 90 minutes
D) 120 minutes

Look at the advertisement below and answer the question that follows it.

A Forest's Future is in Your Hands

Every tree, every shrub, and all our wildlife
depend on you to help prevent forest fires.
So please follow Smokey's ABC's: Always hold
matches till cold. Besure to drown all campfires,
stir the ashes, and drown them again.
Crush all smokes dead out.

Please! Only <u>you</u> can prevent forest fires

Item #108(1980)

	1979
Stu. Score	90%
Tchr. Est.	79%

The purpose of this advertisement is to get you to

A) enjoy camping.
B) enjoy the wildlife.
C) <u>protect the forests</u>.

PANEL COMMENTS

Most of these "literal-source of information" items are fairly straight-forward with short sentences and elementary vocabulary. There are few discrepancies in student mean scores across years. Students scored within or above teacher estimates with the exception of the "TV Guide" items where there is a discrepancy in the 1979 teacher and student scores. Students scored 12-13% higher in 1980 on the two literal items on the TV Guide which could suggest an upward trend.

One comment that the panel members have about the item itself concerns the fact that the programs listed do not seem to be the type watched by 8th graders, though the process of reading the guide is the same regardless of content. Approximately two-thirds of the eighth graders answered the items correctly. Although the items are well-constructed, the panel suggests that this selection could be updated because most television guides are no longer written this way.

Several observations are made about the "Door County Advertisement" (items 103, 104, 105-1979). Success requires the reading of the total passage before responding to the items. The style of writing is different from preceding passages which are direct statements. The sentences in this passage often begin with dependent clauses or long introductory phrases which make them more difficult to read. The vocabulary of the foils is at times very difficult for this age group.

Sources of Information - Inferential Items

ABC BUG SPRAY

Kills spiders, roaches, ants, and most other crawling insects.

Directions: Spray surfaces over which insects may crawl, doorways, window ledges, cracks, etc. Hold can approximately 10 inches from surface. Do not use near uncovered foods or small children. Toxic.

Item #84 (1979) #74 (1980)

	1979	1980
Stu. Score	66%	70%
Tchr. Est.	82%	77%

Which of the following will probably NOT be killed by the spray?

A) ants
B) caterpillars
C) flies
D) roaches
E) spiders

ADVERTISEMENT
DOOR COUNTY

Combining the atmosphere of charming New England fishing villages with the beauty of Norway's Fiords, Door County is striking for its variety and contrasts.

From its rugged shoreline of steep limestone bluffs, plunging cliffs and exploding surfs to the 103 beaches edged with dark pine forest, the 250 mile shoreline is a spectacular excursion. Aside from the natural attractiveness of the region, Door County offers extensive 104 attractions. Outstanding plays are presented by the Peninsula Players, America's oldest professional Summer Theatre. It is an area where artists find quiet refuge and 105 for their original creations.

Whatever your perference, from partaking of the traditional fish boil or 106 by ferry to the 107 beautiful, historic Washington Island to just beach combing barefoot, you will feel at home in Door County, Wisconsin.

Item #104(1979)

	1979
Stu. Score	61%
Tchr. Est.	62%

A) cultural
B) civilized
C) shopping
D) learning

Item #107(1979)

	1979
Stu. Score	67%
Tchr. Est.	60%

A) wildly
B) rapidly
C) truly
D) discriminatingly

Item #119(1980)

	1980
Stu. Score	50%
Tchr. Est.	62%

Which of the following advertisements tries to get us to make a purchase by associating the product with things that many people love or respect?

A) To keep your hands soft and lovely use Harsch's Dishwashing Soap. The gentle beauty that hands will gain from Harsch's will make dishwashing a soothing pleasure rather than a chore.

B) Harsch's Soap proved superior to the major leading brands in actual dishwashing tests.

C) Harsch's Soap is an American tradition as old and as precious as Grandma's apple pie, a simple gold band wedding ring, or picnics with the family on a Sunday afternoon.

D) Suzie Smith, Birdsville housewife, says, "Harsch's Soap is the best I have ever found."

TV Guide

2:00 p.m.	2	Super Mutt-Cartoons
	4	Baseball (Color) Teams to be announced. (Runs to 4:00; followed by baseball scoreboard.)
	6	Top Cat-Cartoons
	7	Movie-Mystery "Master Sleuth" (1945) Master detective (Bob Johnston) and sidekick (Pat Morgan) are on the trail of a deadly escaped convict. Sue Jones, Mort Roberts. (90 mins.)
2:30 p.m.	2	Children's Variety Repeat Today the show goes to Detroit to watch cars being assembled. (60 mins.)
	6	Visit to the Zoo Special Famous San Diego Zoo is toured.
3:00 p.m.	6	Music Beat Jay Kickels hosts an hour of popular music of local groups.

Item #131(1979) #103(1980)

	1979	1980
Stu. Score	67%	77%
Tchr. Est.	82%	80%

Which new program is listed on Channel 4 beginning at 3:00 p.m.?

A) Movie
B) Cartoons
C) Music Beat
D) None

PANEL COMMENTS

In the "Source of Information - Inferential" topic area, there are three of the five of items for which the teacher estimate is at least 10% higher than the student mean (#84-1979, #119-1980, #131-1979). There is also an improvement of 10 percentage points on the T.V. Guide item from 1979 to 1980 which follows the same pattern as the literal questions with the Guide.

Overall, in the Source of Information Area there are 11 items on the 1979 test with a mean student score of 79% and 12 items in 1980 with a 73% mean score. Teacher expectancies are 76% for 1979 and 70% for 1980. None of these differences are either statistically significant or fall within the discrepancy guidelines of the panel.

Social Science - Literal Items

Responding to the 98 need for better fuel economy, the 99 engine manufacturers have 100 high torque engines that produce 101 and economy when geared to 102 at low r.p.m.

Item #98 (1979) #88 (1980)

	1979	1980
Stu. Score	80%	87%
Tchr. Est.	77%	72%

A) urgent
B) slow
C) lost
D) flat

Item #99 (1979) #89 (1980)

	1979	1980
Stu. Score	85%	92%
Tchr. Est.	71%	70%

A) map
B) field
C) diesel
D) ocean

Item #100(1979) #90 (1980)

	1979	1980
Stu. Score	71%	79%
Tchr. Est.	72%	68%

A) decided
B) practiced
C) stopped
D) developed

Item #101(1979) #91 (1980)

	1979	1980
Stu. Score	66%	72%
Tchr. Est.	68%	64%

A) system
B) performance
C) business
D) science

Item #102(1979) #92 (1980)

	1979	1980
Stu. Score	60%	65%
Tchr. Est.	66%	63%

A) distance
B) form
C) time
D) run

No greater sea voyage has ever been made than that inspired and 116 by Ferdinand Magellan. Even now it is not as thoroughly appreciated as it should be. A whole great ocean with its isles and island groups added to western people's knowledge about the 117 of the world. Magellan sailed around the world. These were 118 of staggering immensity. But recognition was slow. The 119 of Magellan was of little immediate use to Europe. Even today Magellan's memory is not greatly honored in either Spain or Portugal. His own direct line died out long ago, and the family home at Sabrosa has long since 120 . His voyage required tremendous vision, competence, and courage. Thus the name Magellan shall be remembered with honor as long as vision, faith, and unquenchable resolution are 121 on this earth. No one knows where Magellan's bones may lie, but the 122 of his tremendous voyage are still with us.

Item #116(1979)

	1979
Stu. Score	54%
Tchr. Est.	63%

A) organized
B) infused
C) enlivened
D) excited

Item #117(1979)

	1979
Stu. Score	57%
Tchr. Est.	61%

A) extent
B) longitude
C) bulk
D) latitude

Item #118(1979)

	1979
Stu. Score	40%
Tchr. Est.	53%

A) exploitations
B) deprecations
C) feats
D) elucidations

Item #119(1979)

	1979
Stu. Score	44%
Tchr. Est.	62%

A) Peninsula
B) Island
C) Strait
D) River

Item #120(1979)

	1979
Stu. Score	49%
Tchr. Est.	63%

A) been prefabricated.
B) disappeared.
C) been lost.
D) developed.

Item #121(1979)

	1979
Stu. Score	58%
Tchr. Est.	61%

A) valued
B) profited
C) availed
D) verdicts

Item #122(1979)

	1979
Stu. Score	65%
Tchr. Est.	65%

A) issues
B) inferences
C) results
D) verdicts

After a century or so the rocky, rolling hills of south central Pennsylvania again are green with grass and crops. The trees stand on the ridges again and the creek flows clear once more. Only the stone markers and monuments stand as reminders of Gettysburg, the most costly battle ever fought on North American soil.

Gettysburg became more than the name of a Pennsylvania farm town. Gettysburg became the place where the northern flow of the Confederate tide crested at its "high water mark."

Gettysburg became the ___123___ which resulted in over 51,000 dead, wounded and missing. More than 7,000 young Yanks and Johnny Rebs would never know that they had become ___124___ statistics in a battle which would be the beginning of the end for the Confederate States of America--the Battle of Gettysburg. At the Gettysburg National Cemetery, only six weeks after the battle, the hastily buried dead of both sides began to be reinterred with ___125___ befitting their sacrifices. By mid November of the same year, the task had been completed. As was customary, a distinguished speaker was invited to the ___126___. Edward Everett, the outstanding orator of the time, spoke to the assembled ___127___ and townspeople for two hours in the finest ___128___ tradition. But it was ten sentences delivered by the next speaker in about two minutes that have ___129___ as one of the noblest statements of purpose and dedication ever made. It is now known simply as Lincoln's Gettysburg Address.

Item #123(1979) #96 (1980)

	1979	1980
Stu. Score	40%	42%
Tchr. Est.	64%	60%

A) war
B) beginning
C) <u>conflict</u>
D) end

Item #124(1979) #97 (1980)
Inferential

	1979	1980
Stu. Score	30%	37%
Tchr. Est.	63%	59%

A) certain
B) cheerful
C) <u>grim</u>
D) unknown

Item #125(1979) #98 (1980)

	1979	1980
Stu. Score	49%	55%
Tchr. Est.	58%	56%

A) <u>dignity</u>
B) tragedy
C) banality
D) comedy

Item #126(1979) #99 (1980)

	1979	1980
Stu. Score	58%	67%
Tchr. Est.	62%	60%

A) grand opening.
B) ribbon-cutting.
C) potluck.
D) <u>dedication.</u>

Item #127(1979) #100(1980)

	1979	1980
Stu. Score	48%	58%
Tchr. Est.	63%	60%

A) dignitaries
B) ghosts
C) slaves
D) ambassadors

Item #128(1979) #101(1980)
Inferential

	1979	1980
Stu. Score	33%	37%
Tchr. Est.	55%	54%

A) contemporary
B) modern
C) classical
D) recent

Item #129(1979)

	1979
Stu. Score	40%
Tchr. Est.	61%

A) endured
B) posted
C) faded
D) contributed

The clippers were the fastest sailing ships that ever put to sea. They were built to bring tea from China to England. Tea lost its flavor when stored in a ship for a long time, so the English paid high prices for the fast ships.

When clippers were first built, steamships were slow and clumsy. But by 1850, steamers crossed from New York to England in 11 days, which was three days faster than the clipper record. Clippers carried less cargo than steamers because they were built narrow for speed. Clippers also needed large crews to man all the sails. By the 1870's, steam ruled the waves.

Item #113(1980)

	1980
Stu. Score	62%
Tchr. Est.	63%

Which of the following appears to be the best purpose for reading the selection?

A) To learn about some of the history of the clipper ships
B) To discover that clipper ships were the fastest sailing ships
C) To discover the beauty of the clippers
D) To be entertained with a story about sailing

Item #114(1980)

	1980
Stu. Score	45%
Tchr. Est.	65%

According to the selection, in what ways were clippers and steamers alike?

A) They were quite fast.
B) They needed large crews.
C) They carried large cargos.
D) all of the above

Item #115(1980)
Inferential

	1980
Stu. Score	60%
Tchr. Est.	65%

According to the selection, why didn't steamers take over the sea trade as soon as they were invented?

A) They had such small crews.
B) They were not fast enough.
C) They could not carry tea.
D) They could not travel as far as the clippers.

PANEL COMMENTS

Since there were so few social science inferential questions, the decision was made to put them in with the literal one (items 124-1979, #128-1979, #115-1980). A comparison between these types of items is difficult given the unequal number of questions in the inferential category.

The sentence on fuel economy (items 98-102-1979) does not seem to offer many problems to the students. The vocabulary is fairly simple and almost all student scores are above teacher estimates in both years.

The Magellan item appears to be more difficult given the lower student scores. On items 118, 119, and 120 (1979), teacher estimates are at least 10% higher than student performance. Teachers do indicate that these items are somewhat more difficult. On item 118, 33% of the teachers say it is too difficult, while 26% say the same on item 119 and 13% on item 120. An almost similar percentage of teachers also indicate that eighth grade students have not covered the subject matter called for in the item.

The Gettysburg passage also appears to be somewhat difficult for eighth grade students. In both years, student scores are at least 10% lower than teacher estimates on four of the seven items. Only 11-26% of the teachers in 1979 thought that these items were too difficult for eighth grade students while 70-87% indicated a difficulty level in 1980. In both years, 7-26% said that students have not been exposed to the material.

In the social science topic area, there are 19 questions in 1979 and 14 in 1980. The mean student score value is 57% for 1979 and 69% in 1980. This 13 point difference is not statistically significant but it indicates an increase in the performance level within the panel guidelines.

Another observation can be made between the teacher estimates in 1979 and 1980 and the respective student performance levels. The teacher estimate is 71% in 1979 which is 14% higher than the mean student scores. The 1980 teacher estimate is 67% which is only 2% lower than the student performance mean for the same year.

The panel suggests that there does appear to be positive movement within this reading topical area, and it is certainly more compatible with teacher estimates for 1980.

Literature - Literal Items

THE DOOR COUNTY FISH BOIL

__108__ has it that the Door County fish boil goes back more than a hundred years ago to the Scandanavians who brought the __109__ to the early settlements. Then the lumberjacks of the __110__ discovering white fish and lake trout plentiful, found it easy to prepare a meal by boiling the fish and potatoes together in a large pot out-of-doors.

Today, the Door County fish boil has become not only a tradition, but a __111__ delight. Claims for this fish steak dinner and the ceremony of its preparation are reaching __112__ status in some parts of the Great Lakes area. It is so much a part of __113__ and culture that tourists from neighboring states make annual pilgrimages to Door County once they've participated in the __114__ ceremony. It is claimed that nothing can compare with the pleasures of fish boil, the warmth of __115__ and a cool summer evening on the shores of Lake Michigan or Green Bay.

Item #108(1979) #93 (1980)

	1979	1980
Stu. Score	71%	72%
Tchr. Est.	65%	64%

A) Legend
B) Publicity
C) The mayor
D) A newspaper

Item #109(1979) #94 (1980)

	1979	1980
Stu. Score	74%	80%
Tchr. Est.	66%	65%

A) custom
B) fashion
C) rule
D) style

Item #110(1979) #95 (1980)

	1979	1980
Stu. Score	47%	52%
Tchr. Est.	60%	60%

A) last century,
B) past decade,
C) fifteen hundreds,
D) Viet Nam period,

Item #111(1979)

	1979
Stu. Score	65%
Tchr. Est.	58%

A) gourmet's
B) child's
C) fat person's
D) weight watcher's

Item #112(1979)

	1979
Stu. Score	36%
Tchr. Est.	53%

A) mythical
B) fable
C) nonexistent
D) adage

Item #113(1979)

	1979
Stu. Score	15%
Tchr. Est.	55%

A) cult
B) education
C) transformation
D) curiosity

Item #114(1979)

	1979
Stu. Score	57%
Tchr. Est.	59%

A) dramatic
B) sophisticated
C) disgusting
D) revolutionary

Item #115(1979)

	1979
Stu. Score	77%
Tchr. Est.	71%

A) an open fire
B) a fisherman's tale
C) a good fishing trip
D) a cup of iced tea

After two weeks of high speed travel we reached Xeno, a small planet whose population, though never before visited by Earthlings, was listed as "friendly" in the Interstellar Gazette. On stepping from our spacecraft, we saw that "friendly" was an understatement. We were immediately surrounded by Frangibles of various colors, mostly pinkish or orange, who held out their "hands" to us. Imagine our surprise when their "hands" actually merged with ours as we tried to shake them!

Then, before we could stop them (How could we have stopped them?) two particularly pink Frangibles simply stepped right into two scientists among our party, who immediately lit up with same pink glow. While occupied in this way, the scientists reported afterwards, they suddenly discovered they "knew" a great deal about Frangibles and life on Xeno.

Apparently Frangibles could take themselves apart atomically and enter right into any other substance. They communicated by thought waves, occasionally merging "heads" for greater clarity. Two Frangibles who were in love with each other would spend most of their time merged into one: they were a bluish-green color unless they were having a lover's quarrel, when they turned gray.

Item #134(1979) #106(1980)

	1979	1980
Stu. Score	56%	73%
Tchr. Est.	72%	68%

In what ways did the scientists gain the most knowledge about Frangibles?

A) By merging bodies with them
B) By reading a book
C) By living in their houses
D) By arguing

Item #88 (1979) #78 (1980)

	1979	1980
Stu. Score	74%	77%
Tchr. Est.	81%	80%

After _____ the bank, the thieves celebrated magnificently.

A) raining
B) robing
C) collecting
D) robbing

Item #89 (1979) #79 (1980)

	1979	1980
Stu. Score	86%	88%
Tchr. Est.	80%	76%

The panting dogs had lost the _____ of the starving fox.

A) sent
B) present
C) cent
D) scent

Item #90 (1979) #80 (1980)

	1979	1980
Stu. Score	92%	94%
Tchr. Est.	79%	75%

My paycheck was less than I _____

A) tough
B) through
C) though
D) thought

Item #91 (1979) #81 (1980)

	1979	1980
Stu. Score	90%	90%
Tchr. Est.	78%	72%

it would be because of deductions for Social Security and state and federal witholding

A) tables.
B) taxes.
C) forms.
D) rules.

FISHING
by John Wulff

Just me alone on the riverbank. Spin casting in the __95__. Like the water, I __96__ no one to please. __97__ I am finished I go home.

Item #95 (1979) #82 (1980)

	1979	1980
Stu. Score	90%	93%
Tchr. Est.	82%	78%

A) experiment.
B) kitchen.
C) sunlight.
D) dollars.

Item #96 (1979) #83 (1980)

	1979	1980
Stu. Score	86%	91%
Tchr. Est.	80%	77%

A) wonder
B) control
C) fight
D) have

Item #97 (1979) #84 (1980)

	1979	1980
Stu. Score	94%	95%
Tchr. Est.	83%	78%

A) Either
B) Neither
C) When
D) What

Directions: Choose the word below that has more than one meaning.

Item #116(1980)

	1980
Stu. Score	45%
Tchr. Est.	59%

A) Pail
B) Larynx
C) Dove
D) Stair

Item #117(1980)

	1980
Stu. Score	48%
Tchr. Est.	62%

A) Thief
B) Dessert
C) Alter
D) Lead

PANEL COMMENTS

As in the case of the 4th grade, this topic area contains a variety of items. Most of them are asking the students to respond to vocabulary questions whether they are in the form of a passage (Door County) or shorter items (88, 89, 90, 91-1979). Students have problems with the word "cult" (item 113-1979) and "mythical" (112-1979) and also choosing the word which has more than one meaning (item 116 and 117-1980). Students scored well below teacher estimates on all of these questions.

The "Fishing" poem also involved vocabularly questions. Students in both years scored in the 90th percentile, which is 8-17% higher than the teacher estimates.

Literature - Inferential Items

Read the following story and answer the questions on the next page.

After two weeks of high speed travel we reached Xeno, a small planet whose population, though never before visited by Earthlings, was listed as "friendly" in the Interstellar Gazette. On stepping from our spacecraft, we saw that "friendly" was an understatement. We were immediately surrounded by Frangibles of various colors, mostly pinkish or orange, who held out their "hands" to us. Imagine our surprise when their "hands" actually merged with ours as we tried to shake them!

Then, before we could stop them (How could we have stopped them?) two particularly pink Frangibles simply stepped right into two scientists among our party, who immediately lit up with same pink glow. While occupied in this way, the scientists reported afterwards, they suddenly discovered they "knew" a great deal about Frangibles and life on Xeno.

Apparently Frangibles could take themselves apart atomically and enter right into any other substance. They communicated by thought waves, occasionally merging "heads" for greater clarity. Two Frangibles who were in love with each other would spend most of their time merged into one; they were a bluish-green color unless they were having a lover's quarrel, when they turned gray.

Item #135(1979) #107(1980)

	1979	1980
Stu. Score	59%	70%
Tchr. Est.	74%	69%

If you saw a gray Frangible, you know that he/she was probably feeling

A) happy and glad.
B) sad and angry.
C) cheery and excited.

Item #135(1979) #107(1980)

	1979	1980
Stu. Score	45%	59%
Tchr. Est.	72%	64%

The author's main purpose of this story is to

A) create suspense and mystery.
B) interest people in space travel.
C) arouse concern for Frangibles.
D) tell an imaginary space story.
E) tell her personal feelings about events.

"For a 12-year-old, I've been around a lot because my father's in the army. I have been to New York and to Paris. When I was nine, my parents took me to Rome. I didn't like Europe very much because the people don't speak the same language I do. When I am older, my mother says I can travel by myself. I think I will like that. Ever since I was 13, I have wanted to go to Canada."

Item #109(1980)

	1980
Stu. Score	82%
Tchr. Est.	68%

Why can't everything this person said be true?

A) 12-year-olds can't travel alone.
B) No one can travel that much in 12 years.
C) There is a conflict in the ages used in the passage.

Between April and October the Persian Gulf is dotted with the small boats of pearl divers. Some seventy-five thousand of them are busy diving down and bringing up pearl-bearing oysters. These oysters are not the kind we eat. The edible oyster produces pearls of little or no value. You may have heard tales of diners who discovered pearls and sold them for great sums of money. These stories are entertaining but not accurate.

Item #110(1980)

	1980
Stu. Score	49%
Tchr. Est.	64%

The Persian Gulf has many

A) large boats of pearl divers.
B) pearl divers who eat oysters.
C) edible oysters that produce pearls.
D) non-edible oysters that produce pearls.

Item #111(1980)

	1980
Stu. Score	58%
Tchr. Est.	66%

The word restaurant has

A) only a prefix.
B) only a suffix.
C) both a prefix and a suffix.
D) neither a prefix nor a suffix.

The wind whistled woefully as it wound its way through the nearly leafless trees. The pale yellow moon cast eerie shadows as it slipped in and out from behind the clouds like a blinking flashlight. Strange figures could be seen dashing and darting through the streets. Ghosts, goblins -- what could they be? What do they want? Whom have they come to haunt? Beware . . . .

Item #112(1980)

	1980
Stu. Score	77%
Tchr. Est.	65%

Why did the writer use the questions at the end of paragraph?

A) to amuse you
B) to help add mystery
C) He wants you to find out who asked them.
E) to tell you they were asked by the ghosts

Almost seven hundred years ago, King Edward of England bought 450 Easter eggs painted gold and other bright colors. He paid about 18 cents for all of them. Prices have gone way up since then. Easter eggs have been made not only from real eggs. Some of the most beautiful were fancy oval-shaped objects of silver and enamel, colorful stones or glass. Many had ribbons, beads, or feathers on them. Some of the tastiest looking eggs could not be fried or boiled. They were made of chocolate or of sugar-filled candy. During the 19th century, candy eggs with a window at one end and tiny scenes inside were given as gifts. In England messages and dates were written on the eggs, and in Scotland children were given hard-boiled eggs as toys on Easter Sunday.

Item #118(1980)

	1980
Stu. Score	50%
Tchr. Est.	66%

The title which tells the MOST about this story is

A) "Painted Easter Eggs."
B) "Easter Eggs in the Past."
C) "Easter Eggs in Scotland."
D) "Easter Eggs in King Edward's Day."

Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans--born in this century, tempered by war, disciplined by a hard and bitter peace, proud of our ancient heritage and unwilling to witness or permit the slow undoing of those human rights to which this nation has always been committed, and to which we are committed today at home and around the world.

J.F. Kennedy

Item #120(1980)

	1980
Stu. Score	51%
Tchr. Est.	57%

The main idea of this paragraph is:

A) The word will go forth.
B) A new generation is declaring war.
C) The generation coming to power will uphold the American belief in human dignity.
D) Young people of the new generation, now that they have the torch, no longer feel the way their parents did.

PANEL COMMENTS

The inferential literature type of questions generally require slightly longer paragraphs and passages than those with literal questions. There is only one comparison to make between years (The "Xeno-Frangible" passage) For which the student performance level increase is 11% on one item and 14% on the other. The panel sees this as a signficant gain.

The teacher estimates are much more compatible with the 1980 scores. In 1979, teacher estimates are 15 percentage points higher than the mean student score on item 135 and 17 percentage points higher on item 133.

The remaining items all had one question following a paragraph. Teacher estimates are higher (by panel guidelines) on two of the five items. The biggest discrepancy is 16% on the Easter Egg item (#118). Sixty-eight percent of the teachers on the 1980 survey indicated that it is a difficult question. The Persian Gulf question has a 15% discrepancy and 67% of the teachers listed it as "difficult."

In the total literature area, there are 17 items on the 1979 test and 20 items on the 1980 one. The mean student score for 1979 is 65% and 72% for 1980. The teacher estimates are 72% for 1979 and 69% in 1980. There does not appear to be any discrepancy between years, even though the student mean score actually increased 7%. Overall, teacher estimates are well within the range of student scores for both years.

8TH GRADE GENERAL COMMENTS

Several tentative conclusions may be made concerning the performance of eighth grade students in relation to teacher expectations, as well as across years. In the literal area, the student mean percentage response for 1979 is 68% and 73% for 1980 and the mean teacher response is 70% for both years. None of these scores suggest any discrepancies until the inferential

questions are compared. In 1979, students scored 56% on the inferential questions, while teachers predicted a 66% level. For 1980, the average student score is 66% and the teacher expectation is 63%. From 1979 to 1980 there is a 10% increase in student scores. There is also a 13% difference in student scores on literal questions and inferential questions in 1979. The 10% discrepancy between teacher expectations (66%) and student scores (56%) also falls within the significance guidelines established by the committee.

The panel sees the increase across years on the inferential questions as being very positive. At the same time, there is an increase in the total number of inferential questions from 11 to 16. Teachers are certainly more accurate in 1980 than in 1979 in estimating correct student response rate.

Eighth grade subject area performance levels resemble the 4th grade distributions. Correct responses to items in the "sources of information" area are higher than the others. Some of this can be attributed to the fact that most of the items in that categrory are literal questions. Suggestions for futher analyses in future assessments include the addition of more inferential items in order to make more accurate comparisons across subject areas. From the data, the reading panel suggests that the differences in performance levels appears to be the result of more student accuracy with literal questions with little or no differences in the designated subject areas. There is an upward trend in student performance between 1979 and 1980, and teacher expectations are more accurate.

11th GRADE

For the 11th grade analysis, the literal and inferential items are combined under the general topic areas. The "inferential" questions will be so designated and a discussion encompassing both types of items follows each topical area.

Sources of Information Items

Item #83 (1979) #74 (1980)

	1979	1980
Stu. Score	85%	87%
Tchr. Est.	82%	85%

Look at the labels from two cans of dog food. One can has more protein in it than the other. The letter below the label for the dog food that contains more protein is

A)

Ash	3%
Crude fiber	17%
Crude protein	65%
Crude fat	11%
Moisture	4%
Vitamin E	trace

HEARTY DOG FOOD

B)

Ash	2%
Crude fiber	45%
Crude protein	20%
Crude fat	30%
Moisture	3%
Vitamin E	trace

VIGRO DOG FOOD

Item #84 (1979) #73 (1980)

	1979	1980
Stu. Score	96%	98%
Tchr. Est.	87%	88%

If you are walking, which sign tells you what to do? The letter beside the correct sign for walking is

A)

B)

C)

D)

T.V. Guide

2:00 p.m.	2	Super Mutt-Cartoons
	4	Baseball (Color) Teams to be announced. (Runs to 4:00; followed by baseball scoreboard.)
	6	Top Cat-Cartoons
	7	Movie-Mystery "Master Sleuth" (1945) Master detective (Bob Johnston) and sidekick (Pat Morgan) are on the trail of a deadly escaped convict. Sue Jones, Mort Roberts. (90 mins.)
2:30 p.m.	2	Children's Variety Repeat Today the show goes to Detroit to watch cars being assembled. (60 mins.)
	6	Visit to the Zoo Special Famous San Diego Zoo is toured.
3:00 p.m.	6	Music Beat Jay Kickels hosts an hour of popular music of local groups.

Item #85 (1979) #119(1980)

	1979	1980
Stu. Score	79%	83%
Tchr. Est.	87%	86%

Which program is being run for at least a second time?

A) Cartoons
B) Children's Variety
C) Visit to the Zoo
D) Music Beat

Item #86 (1979) #120(1980)

	1979	1980
Stu. Score	86%	79%
Tchr. Est.	87%	84%

Which new program is listed on Channel 4 beginning at 3:00 p.m.?

A) Movie
B) Cartoons
C) Music Beat
D) None

Item #87 (1979) #121(1980)

	1979	1980
Stu. Score	89%	86%
Tchr. Est.	86%	83%

How many minutes long is the program on Channel 6 at 3:00 p.m.?

A) 30 minutes
B) 60 minutes
C) 90 minutes
D) 120 minutes

ADVERTISEMENT

JONES BROTHERS SIDING

Aluminum, steel, or vinyl siding pays for itself by __98__ you insulation and painting costs. Free estimates. No __99__.

Item #98 (1979) #91 (1980)

	1979	1980
Stu. Score	95%	96%
Tchr. Est.	81%	83%

A) moving
B) standing
C) meaning
D) saving

Item #99 (1979) #92 (1980)

	1979	1980
Stu. Score	94%	95%
Tchr. Est.	79%	81%

A) fun.
B) ideas.
C) words.
D) obligation.

APPLICATION FOR CREDIT

The undersigned hereby ___100___ the following information on the attached credit application for the purpose of ___101___ credit with ABC Supply, Inc., and in consideration of the ___102___ of said credit by said corporation and in the issuance of a credit card in ___103___ therewith to the undersigned ___104___ the undersigned hereby agrees as ___105___

Item #100(1979) #113(1980)

	1979	1980
Stu. Score	90%	85%
Tchr. Est.	71%	65%

A) exports
B) sponges
C) contests
D) submits

Item #101(1979) #114(1980)

	1979	1980
Stu. Score	94%	93%
Tchr. Est.	70%	68%

A) leading
B) obtaining
C) flowering
D) destroying

Item #102(1979) #115(1980)

	1979	1980
Stu. Score	46%	45%
Tchr. Est.	67%	61%

A) appreciation
B) awareness
C) specimen
D) extension

Item #103(1979) #116(1980)

	1979	1980
Stu. Score	87%	84%
Tchr. Est.	68%	63%

A) sketches
B) lawyers
C) connection
D) laboratories

Item #104(1979) #117(1980)

	1979	1980
Stu. Score	78%	76%
Tchr. Est.	66%	64%

A) customer,
B) amateur,
C) manufacturer,
D) population,

Item #105(1979) #118(1980)

	1979	1980
Stu. Score	89%	87%
Tchr. Est.	70%	68%

A) regrets:
B) follows:
C) arrested:
D) caution:

Encyclopedias contain basic __121__ information representing a summary of the __122__.

Item #121(1979) #93(1980)

	1979	1980
Stu. Score	59%	64%
Tchr. Est.	74%	75%

A) record
B numbering
C) scientific
D) possible

Item #122(1979) #94(1980)

	1979	1980
Stu. Score	84%	88%
Tchr. Est.	73%	76%

A) weather
B) several
C) quality
D) research

Writer 1

At 2:30 a.m., four courageous police officers braved darkness and the gunfire of three gangland mobsters to overtake the vicious criminals in their hideout near the waterfront.

Writer 2

In an early morning shoot-out/fist fight, three suspects were captured by four city police officers in their warehouse hideout near the waterfront.

Writer 3

At 2:30 a.m., four burly and brusque city cops burst in on three helpless alleged burglars. Using unnecessary brute force, the police subdued their victims in a warehouse hideout near the waterfront.

Item #75 (1980)
Inferential

	1980
Stu. Score	70%
Tchr. Est.	72%

Which writer is least sympathetic to the police?

A) Writer 1
B) Writer 2
C) Writer 3

Item #76 (1980)
Inferential

	1980
Stu. Score	53%
Tchr. Est.	67%

Which writer is the most objective?

A) Writer 1
B) Writer 2
C) Writer 3

PANEL COMMENTS

For purposes of discussion, the three inferential items in this topic area are also included (#s 75, 76, 93-1980). It appears that eleventh grade students had little difficulty with the literal items. Most of the scores are above 80% with teacher estimates being somewhat lower. Panel members feel that the vocabulary is quite elementary for eleventh graders as is the short sentence structure of the questions. Teachers appear to agree with this conclusion on the survey. There are virtually no differences across years in student performance. There is an 85% mean student response in 1979 and 84% in 1980. Only one item (#102-1979) is below teacher expectations and that is true for both years (77% in 1979 and 75% in 1980).

The last two questions require reading and interpreting the descriptive language in three short newspaper articles. The vocabulary seems appropriate for eleventh graders. It is the task of interpreting and identifying the author's purpose which makes these items more difficult. In item 76, students are required to select the most objective report of the incident, or one not showing bias towards any of the characters described. This appears to have been a more difficult task as shown by the 53% mean.

Social Science Items

ANIMAL SUPERSTITIONS

Fable and legend have perpetuated many beliefs about anmials which are now known to be false. Here are some corrections of these superstitions about animals.

Elephants do not fear __125__ as many people presently believe. Porcupines do not shoot their __126__ although they do stick to almost whatever brushes against them. Ostriches do not bury their __127__ in sand when startled or frightened, in spite of popular belief.

Item #125(1979) #88(1980)

	1979	1980
Stu. Score	93%	95%
Tchr. Est.	74%	79%

A) rabbits
B) turkeys
C) zebras
D) mice

Item #126(1979) #89(1980)

	1979	1980
Stu. Score	90%	92%
Tchr. Est.	78%	81%

A) guns,
B) noses,
C) quills,
D) tails,

Item #127(1979) #90(1980)

	1979	1980
Stu. Score	90%	93%
Tchr. Est.	77%	81%

A) legs
B) feet
C) heads
D) eggs

The automobile has changed the American life __123__ family structure and __124__ habits.

Item #123(1979) #95(1980)

	1979	1980
Stu. Score	92%	95%
Tchr. Est.	77%	81%

A) less,
B) style,
C) size,
D) time,

Item #124(1979) #96(1980)

	1979	1980
Stu. Score	87%	90%
Tchr. Est.	75%	78%

A) street
B) social
C) probably
D) any

Amerigo Vespucci was an Italian businessman, scientist and explorer whose name was given to the 128 of the New World early in the sixteenth century. Amerigo Vespucci lived as a contemporary of Christopher Columbus, but unlike Columbus, he believed that the land now known as South America was a newly discovered continent, not the coast of India.

Vespucci's 129 was used to name the New World. Columbus died believing that the New World he helped to discover was really 130 .

Item #128(1979) #97(1980)
Inferential

	1979	1980
Stu. Score	71%	76%
Tchr. Est.	73%	72%

A) continents
B) islands
C) taverns
D) waters

Item #129(1979) #98(1980)

	1979	1980
Stu. Score	74%	77%
Tchr. Est.	73%	74%

A) family
B) first name
C) surname
D) middle name

Item #130(1979) #99(1980)
Inferential

	1979	1980
Stu. Score	60%	63%
Tchr. Est.	73%	75%

A) Italy.
B) a new continent.
C) India.
D) Europe.

Until about thirty years ago, the village of Nayon seems to have been a self-sufficient agricultural community with a mixture of native and sixteenth century Spanish customs. Lands were abandoned when too badly eroded. The balance between population and resources allowed a minimum subsistence. A few traders exchanged goods between Quito and the villages in the tropical barrancos, all within a radius of ten miles. Houses had dirt floors, thatched roofs, and pole walls that were sometimes plastered with mud. Guinea pigs ran freely about each house and were the main meat source. Most of the population spoke no Spanish. Men wore long hair and concerned themselves chiefly with farming.

Item #156(1979)
Inferential

	1979
Stu. Score	63%
Tchr. Est.	66%

According to the paragraph, which of the following statements can be clearly marked as a statement of FACT?

A) The paragraph seems to describe the village of Nayon as it existed until thirty years ago.

B) Village houses had dirt floors, thatched roofs, and pole walls that were sometimes plastered with mud.

C) The village of Nayon described in this paragraph was most likely located in the country of Ecuador.

D) A small number of dishonest traders exploited the villagers who lived in Nayon.

In criminal law, a person who contributes to the commission of a crime, but is not with the criminal when the crime is committed, is called an accessory before the fact. An individual who knows that a crime has occurred, hides it from the authorities, or in any way helps the criminal with the intention of avoiding __131__ is an accessory after the fact.

Courts tend to hand out punishment to each accessory according to the part each played before or after the crime was committed. In many cases the punishment of the accessories is the same as that of the __132__.

Item #131(1979)
Inferential

	1979
Stu. Score	70%
Tchr. Est.	67%

A) justice
B) crime
C) distrust
D) oneself

Item #132(1979)
Inferential

	1979
Stu. Score	82%
Tchr. Est.	67%

A) authorities.
B) criminals.
C) accessories.
D) courts.

Item #133(1979)
Inferential

	1979
Stu. Score	83%
Tchr. Est.	65%

It is implied in this article that

A) accessories are considered less guilty than criminals.
B) those who helped criminals are blameless.
C) being an accessory to a crime can result in severe criminal charges.
D) the courts tend to treat accessories with extreme disinterest.

Education plays an important role in both types of economic systems. In a traditional economy, all instruction of the young is done by the parents in the home. In modern societies, teaching is a cooperative effort between the home and the school because there is so much which children must learn. When he or she finishes school, every young adult in a modern society is expected to be able to take a specialized job which may require many complex skills.

Item #156(1979)
Inferential

	1979
Stu. Score	32%
Tchr. Est.	62%

A traditional economy is one in which an observer would see

A) the continual search for better ways to do things.
B) little change over a long period of time.
C) people from many different parts of the world.
D) improved farming methods.

WHAT IS GOVERNMENT?

In general, government is a complicated system organized to administer the laws of a society. Every society has some form of government. Governments are needed to protect people's rights and property. Protection is accomplished by law enforcement. Law is the basis of all forms of government. The differences among types of government are attributable mainly to variation in who has the authority to make laws.

Throughout the world, many different kinds of government can be found. Under a republican form of government, the 138 of the people have the power to make laws. In a monarchy, a king or queen has the power to make laws unless the nation retains a monarch out of tradition and, in actuality, has a democratic form of government, perhaps with a parliament and a prime minister as the chief officer of government. Under a tribal form of government, the chief and a few advisors have the power to make laws governing native residents of a reservation. Leaders of totalitarian governments use 139 to maintain control over the people who have relatively little say in what laws are passed.

In today's world, tribal and true monarchial governments are disappearing. These forms of government are being replaced by either totalitarian dictatorships or by some form of democratic government.

In many cases, 140 tyrants seize power in a time of change promising citizens many luxuries and privileges which cannot be delivered without bloodshed and destruction of society.

Item #138(1979)

	1979
Stu. Score	39%
Tchr. Est.	65%

A) majority
B) representatives
C) minority
D) leader

Item #139(1979)
Inferential

	1979
Stu. Score	50%
Tchr. Est.	61%

A) terrorism
B) representation
C) voting
D) the wealthy

Item #140(1979)

	1979
Stu. Score	67%
Tchr. Est.	60%

A) enlightened
B) ruthless
C) obscure
D) stubborn

In all, six basic forms of government were discussed in the above article. According to the article, the number of governments led by kings and queens is 141 . The quickest way to change the type of government a society has is to 142 .

Item #141(1979)

	1979
Stu. Score	73%
Tchr. Est.	64%

A) diminishing somewhat.
B) increasing rapidly.
C) remaining constant.
D) changing constantly.

Item #142(1979)
Inferential

	1979
Stu. Score	35%
Tchr. Est.	59%

A) suppress religion.
B) make new laws.
C) selectively enforce laws.
D) reassign law-making privileges.

ECONOMIC SYSTEMS KEEP US ALIVE

In observing human life on planet earth, it becomes apparent that life is a continual struggle to exist. One of an individual's chief aids to survival is intelligence, which enables him or her to remember and learn. Gradually people have learned __143__ methods for fulfilling their basic needs because it has proven __144__ for them to live on earth without making plans for survival. People spend most of their waking hours fulfilling basic needs for food, clothing, shelter, and personal __145__. People provide for safety through a system of law enforcement. But they also require an economic system for fulfilling safety needs. People must know, for example, that sufficient food is __146__ that they will be able to survive the winter, and that shelter is near.

Item #143(1979)
Inferential

	1979
Stu. Score	69%
Tchr. Est.	62%

A) military
B) effective
C) potential
D) unreliable

Item #144(1979)
Inferential

	1979
Stu. Score	67%
Tchr. Est.	61%

A) extensive
B) immediate
C) difficult
D) decisive

Item #145(1979)
Inferential

	1979
Stu. Score	46%
Tchr. Est.	59%

A) investment.
B) appeasement.
C) aggression.
D) security.

Item #146(1979)

	1979
Stu. Score	67%
Tchr. Est.	63%

A) available,
B) scarce,
C) exchanged,
D) domesticated,

Looking at human societies we find two major kinds of economic systems. These two major divisions are the primitive economy and the modern economy.

In primitive societies people fulfill their needs mainly by hunting, gathering, and sometimes farming. Primitive people change __147__ over the centuries. They do most things the same way their __148__ did them a thousand years before. The life __149__ of primitive people is relatively short. Their daily life is simple yet very demanding. The wife in a primitive economy often must make all household and personal articles, pots, clothing, and jewelry. The family shelter is made of animal skins or grass. Although some __150__ occurs in primitive societies, most people in the tribe still make almost everything they need if it is not readily __151__ directly from the environment.

Striking contrasts of primitive economic life appear in modern societies. One of the most remarkable aspects of modern societies is the existence of __152__ change. For example, the America of today is __153__ the America of 1900. Today America is much more industrialized. People are healthier because of advances in medicine, and governments are more powerful because of our vast military organizations and atomic weapons.

Many of the comforts enjoyed today have been made possible by job specialization. Modern people fulfill their basic needs by performing a special job __154__ money. People then use the earned money to __155__ what they need.

Item #147(1979) #105(1980)

	1979	1980
Stu. Score	61%	75%
Tchr. Est.	64%	71%

A) willingly
B) little
C) rapidly
D) unnaturally

Item #148(1979) #106(1980)

	1979	1980
Stu. Score	69%	90%
Tchr. Est.	64%	70%

A) descendants
B) ancestors
C) neighbors
D) generation

Item #149(1979)

	1979
Stu. Score	72%
Tchr. Est.	65%

A) span
B) goal
C) fusion
D) crisis

Item #150(1979) #107(1980)
Inferential

	1979	1980
Stu. Score	27%	38%
Tchr. Est.	61%	65%

A) recreation
B) economy
C) barter
D) recovery

Item #151(1979) #108(1980)

	1979	1980
Stu. Score	63%	85%
Tchr. Est.	59%	67%

A) infeasible
B) enacted
C) obtainable
D) deduced

Item #152(1979)
Inferential

	1979
Stu. Score	59%
Tchr. Est.	62%

A) rapid
B) retarded
C) regressive
D) delayed

Item #153(1979)
Inferential

	1979
Stu. Score	48%
Tchr. Est.	62%

A) unknown to those living in
B) changed somewhat from
C) quite similar to
D) vastly different from

Item #154(1979)
Inferential

	1979
Stu. Score	56%
Tchr. Est.	66%

A) on account of
B) without
C) in exchange for
D) according to

Item #155(1979)

	1979
Stu. Score	59%
Tchr. Est.	66%

A) confiscate
B) exchange
C) nullify
D) purchase

For many Americans, Indian artistry ventured west of the Mississippi, where the 117 is grander, is powerful. The 118 of the Plains, inhabitants of a land without shade, worshipped the sun. Their art is 119 it is a celebration, taming and appeasement of 120 through mystical forms.

Item #117(1979) #109(1980)
Inferential

	1979	1980
Stu. Score	74%	76%
Tchr. Est.	67%	67%

A) necklace
B) machine
C) business
D) land

Item #118(1979) #110(1980)

	1979	1980
Stu. Score	89%	90%
Tchr. Est.	68%	67%

A) oysters
B) nomads
C) copies
D) lawyers

Item #119(1979) #111(1980)
Inferential

	1979	1980
Stu. Score	87%	88%
Tchr. Est.	67%	64%

A) symbolic;
B) ruins;
C) Olympic;
D) Arabian;

Item #120(1979) #112(1980)
Inferential

	1979	1980
Stu. Score	90%	88%
Tchr. Est.	65%	66%

A) nature
B) hail
C) drugs
D) sympathy

The bearded man gave the impression of being old. His tattered clothing, long beard, and sagging shoulders gave an impression of age or despair. He was one of many who had become completely engulfed in gold mining, and although only a novice, gold commanded all of his concentration. By contrast the experienced prospector knew where to look for gold and usually got there first. The novice might spend weeks or months searching in vain. With these people, despair was often disguised as age.

Item #125(1980)
Inferential

	1980
Stu. Score	47%
Tchr. Est.	63%

Why did the man look so old?

A) <u>He was weary and discouraged from searching for gold and never finding any</u>.

B) He was poor and couldn't afford new clothes and a clean shave.

C) He was weather-beaten from being constantly under the scorching sun in hot, dry regions searching for gold.

D) He had spent his entire life mining gold and so his life was almost over.

Item #126(1980)
Inferential

	1980
Stu. Score	61%
Tchr. Est.	62%

According to the author of the passage, what happens to a person once he begins searching for gold?

A) He neglects his health and appearance and ages quickly.

B) He searches for gold for many years and doesn't find any.

C) He resorts to almost any means to keep someone else from getting to the gold first.

D) <u>He becomes totally absorbed in his search and cannot give it up</u>.

PANEL COMMENTS

The "Animal Superstition" passage has similar student scores for both years and are above teacher estimates. Student scores for the most part are 10-20% higher in 1979 for the "criminal law" passage (items 131, 132, 133-1979) and "Economic Systems Keep Us Alive."

The "What Is Government?" passage (items 138-142-1979) has three of the five student scores below teacher estimates which the committee suggests may be due to somewhat more difficult vocabulary and the requirement of previous knowledge of the subject. According to the survey, teachers indicate that the material has been covered and that the questions are not particulary difficult.

In the passage on "Human Societies" (items 147-155-1979), there are four questions which are also asked in 1980 and there is over a 10% improvement from 1979. According to the panelists, it is difficult to account for this increase, but students in the 1980 test appear to be able to make better use of the context clues in this passage.

The "Indian artistry" selection (items #117-120 - 1979, 109-112 - 1980) is another example of students scoring well above teacher estimates. Student mean percentages are 7-9%, 21-23%, 20-24%, and 22-25% higher than what teachers estimated they would do. Approximately two-thirds of the teachers indicated that these questions are difficult, but also that the material in them has been covered.

Items 125 - 126 (1980) require the reader to interpret the central meaning of the passage and choose from several true responses. Eighty percent of the teachers think that these items are difficult, but also very important to master. Less than 4% indicated that this type of material has not been covered.

The mean correct percentage for the 34 social studies items is 64% in 1979 and 78% for the 19 items in 1980. The teacher estimates are 66% and 69% respectively for the two year periods. The increase in the correct response rate, while not statistically significant is 14% and well within the committee's definition of discrepancy. The 1979 response rate of 64% is also more than 10% below the response rate for the other subject areas, but it is in line with teacher estimates (66%) for the year.

Literature Items

Item #88 (1979) #81 (1980)	1979	1980
Stu. Score	82%	86%
Tchr. Est.	83%	79%

After _____ the bank, the thieves celebrated magnificently.

A) raining
B) robing
C) collecting
D) robbing

Item #89 (1979) #78 (1980)

	1979	1980
Stu. Score	90%	89%
Tchr. Est.	80%	80%

We _____ about the package we found on the stairs.

A) interested
B) inquired
C) imagined
D) injured

Item #90 (1979) #79 (1980)

	1979	1980
Stu. Score	71%	70%
Tchr. Est.	80%	77%

As the boys looked down the side of the chasm, several huge, ugly screeching birds _____ into the air from the lower ledge.

A) hurled
B) agile
C) rose
D) mob

DIRECTIONS: For the following items select the word that is closest in meaning.

Item #122(1980)

	1980
Stu. Score	53%
Tchr. Est.	59%

ALLOCATE

A) begin
B) distribute
C) anticipate
D) sift

Item #123(1980)

	1980
Stu. Score	41%
Tchr. Est.	58%

RELINQUISH

A) relieve
B) govern
C) relish
D) release

Item #124(1980) 1980

Stu. Score 25%
Tchr. Est. 53%

MITIGATE

A) lessen
B) eliminate
C) intensify
D) prosecute

When the film was __91__ the family eagerly threaded the projector in order to view it. Soon the movie began, but it did not show the __92__ of the family fishing trip.

Item #91 (1979) 1979
Inferential

Stu. Score 93%
Tchr. Est. 82%

A) concealed,
B) developed,
C) detailed,
D) embarrassed,

Item #92 (1979) 1979
Inferential

Stu. Score 93%
Tchr. Est. 76%

A) events
B) photographs
C) vacation
D) record

Item #93 (1979) 1979
Inferential

Stu. Score 64%
Tchr. Est. 74%

The problem described in this paragraph is that

A) the film was in some way damaged.
B) the film did not belong to the family.
C) the content of the film was not what the family expected.
D) the moving picture machine was not functioning properly.

The first word in the story to tell you what kind of film is referred to is __94__. A kind of animated cartoon was developed before motion pictures by such techniques as flipping pages of __95__ pictures to produce the illusion of movement.

Item #94 (1979)
Inferential

	1979
Stu. Score	44%
Tchr. Est.	73%

A) threaded.
B) view.
C) movie.
D) projector.

Item #95 (1979) #80 (1980)
Inferential

	1979	1980
Stu. Score	68%	68%
Tchr. Est.	71%	69%

A) unrelated
B) successive-action
C) various-sized
D) photographed

YOU HAVE TO GET THERE

by Ann Goodwin

You have to get there on time __106__ in the city, seeing all the __107__, Yet not seeing at all. So many people, yet so much __108__. Look at the blank faces, just like their blank thoughts. Wondering what miracle will __109__ today. To make you want to live __110__. But for now, just keep __111__ cause you have to get there on time.

Item #106(1979) #82 (1980)
Inferential

	1979	1980
Stu. Score	83%	87%
Tchr. Est.	68%	70%

A) Primary
B) Healthy
C) Surrounding
D) Walking

Item #107(1979) #83 (1980)
Inferential

	1979	1980
Stu. Score	91%	93%
Tchr. Est.	69%	72%

A) ropes,
B) harvest,
C) people,
D) baskets,

Item #108(1979) #84 (1980)
Inferential

	1979	1980
Stu. Score	70%	73%
Tchr. Est.	67%	70%

A) hotel.
B) alone.
C) producing.
D) comfort.

Item #109(1979) #85 (1980)
Inferential

	1979	1980
Stu. Score	94%	95%
Tchr. Est.	72%	75%

A) happen
B) tend
C) melt
D) harm

Item #110(1979) #86 (1980)
Inferential

	1979	1980
Stu. Score	96%	97%
Tchr. Est.	72%	76%

A) tomorrow.
B) literature.
C) painting.
D) islands.

Item #111(1979) #87 (1980) inferential

	1979	1980
Stu. Score	94%	96%
Tchr. Est.	72%	75%

A) chin
B) expressions
C) walking
D) shouting

PANEL COMMENTS

The area of "literature" contains 14 questions on the 1979 test with a mean student response rate of 79% and 13 questions with a 76% mean in 1980. The teacher expectancy scores are 73% and 71%, respectively.

The fairly simple vocabulary (items 88-90, 1979) does not appear to cause problems for students and the scores are within teacher expectations. In 1980, more difficult vocabulary is introduced (items 122-124, 1980) and the student scores are 53%, 41% and 25%; the last two falling well below teacher expectations. Eighty-six to 94% of the teachers indicated that the vocabulary items are difficult for eleventh grade students but only 13% responded "no coverage" on the material.

The "You Have To Get There" question results are almost the same for students in 1979 and 1980. The scores range from 10%-24% above teacher expectancy scores on five of the six items, and yet there is no indication that teachers felt these were difficult questions.

Panel members suggest that eleventh grade students may need to be challenged with longer passages which may reflect more traditional "literary" content.

Science Items

The creek was already high from melted snow and all the rain that had recently fallen. If there is another __96__, the swinging bridge could wash away.

Item #96 (1979)
Inferential

	1979
Stu. Score	45%
Tchr. Est.	74%

A) snowfall,
B) cloudburst,
C) flood,
D) drought,

Item #97 (1979)
Inferential

	1979
Stu. Score	70%
Tchr. Est.	73%

The thick snow cover could cause a flood if

A) a blizzard suddenly occurred.
B) there was a gradual warming trend.
C) there was no precipitation for several weeks.
D) temperatures suddenly climbed.

Officials at the Center for Disease Control __112__ the present outbreaks of whooping cough in Atlanta and Florida as another __113__ that American children are not being __114__ immunized against childhood diseases even though an effective __115__ against whooping cough has been __116__ for decades.

Item #112(1979) #100(1980)
Inferential

	1979	1980
Stu. Score	72%	72%
Tchr. Est.	70%	72%

A) venture
B) support
C) regard
D) appreciate

Item #113(1979) #101(1980)

	1979	1980
Stu. Score	90%	92%
Tchr. Est.	74%	75%

A) sign
B) trap
C) clause
D) elevation

Item #114(1979) #102(1980)
Inferential

	1979	1980
Stu. Score	86%	86%
Tchr. Est.	72%	73%

A) furiously
B) wildly
C) adequately
D) miserably

Item #115(1979) #103(1980)

	1979	1980
Stu. Score	93%	93%
Tchr. Est.	74%	76%

A) sympathy
B) vaccine
C) university
D) friendship

Item #116(1979) #104(1980)

	1979	1980
Stu. Score	90%	90%
Tchr. Est.	74%	75%

A) echoes
B) breathed
C) commanded
D) available

Ambergris is a smelly, waxy substance produced by the sperm whale and used in making perfumes. The complete story of ambergris is not known. However, most scientists believe that the sperm whale produces ambergris within its digestive tract when it is __134__ and that this illness is in some way connected with the whale's diet of squids. Ambergris is sometimes taken from inside whales after they have been __135__ by whalers. Less often, it is found floating in the ocean or lying on the seashore. Usually, only small lumps of ambergris are found, but __136__ lumps weighing several hundred pounds are obtained. These large masses are worth thousands of dollars.

Item #134(1979)

	1979
Stu. Score	72%
Tchr. Est.	64%

A) sick
B) well
C) hungry
D) thirsty

Item #135(1979)

	1979
Stu. Score	78%
Tchr. Est.	63%

A) poisoned
B) shot
C) observed
D) harpooned

Item #136(1979)

	1979
Stu. Score	82%
Tchr. Est.	66%

A) classically
B) occasionally
C) therefore
D) frequently

Item #137(1979)

	1979
Stu. Score	25%
Tchr. Est.	54%

From this article, it can be said that ambergris is often

A) excreted.
B) digested.
C) secreted.
D) vomited.

PANEL COMMENTS

There are only a few items in this area (11 in 1979 and 5 in 1980) to analyze. Some caution needs to be exercised in relation to comparing the 73% mean score in 1979 to the 87% in 1980 because there is only one passage in 1980. On that particular one ("Center for Disease Control"), student scores are almost exactly the same and four out of five were higher than teacher expectations. The vocabulary in the passage is not particularly technical and three of the questions are literal.

The other passage, "Ambergris" was only used in 1979 and students scored above teacher estimates except for the last question, which is somewhat confusing in the choice of foils.

The reading panel suggests that if science is to be one of the topic areas tested, more items need to be developed which may reflect high school reading requirements.

OVERALL 11TH GRADE COMMENTS

The eleventh grade IIEP for both 1979 and 1980 is perhaps the most comprehensive of all the three levels, covering in considerably greater depth life reading skills, social science reading, and science reading. There are 42 literal comprehension questions in the 1979 test with a mean student score of 81% and 37 literal items in 1980 with a mean score of 82%. The teacher expectancies are much farther apart with 87% in 1979 and 73% in 1980. The reading panel does not see an apparent reason for the lower teacher score estimates in 1980 in terms of material covered or the difficulty of the questions.

Eleventh grade students scored higher on the literal items than the inferential ones (18% higher in 1979 and 10% higher in 1980), but also appear to have improved from 1979 to 1980. On the 29 inferential questions, students scored about 63% in 1979 and 72% on the 17 items in 1980 with teacher expectancies being approximately the same.

Although the content and number of items are not the same from year to year or category to category, the panel agrees that literal questions have an over-all higher correct response rate than inferential ones and that the eleventh grade students in 1980 did somewhat better on inferential items. They also did considerably better on the social science reading questions (both literal and inferential).

Section III
General Observations and Future Considerations

Panelists feel that since reading is not generally taught in high schools, with the exception of remedial courses, reading skills which are developmental for high school students may need to be emphasized through all the subject areas. Vocabulary development, such as word recognition through phonetic analysis, structural analysis, use of context, development of sight recognition, and use of the dictionary as an aid to word recognition, could be planned systematically in all basic courses. Word meanings may need to be emphasized on a mastery learning basis prior to assigning the reading from which the vocabulary has been derived. Frequent and thorough review of vocabulary is essential. The consultants feel that one of the contributing factors to declining verbal scores is neglect of vocabulary instruction.

The committee suggests that students need to be taught how to use textbooks effectively. Specific suggestions for instruction include: how authors indicate the important ideas; how the parts of a textbook facilitate its use as a reference tool; how and when to use the glossary, index, table of contents, etc.; how to read charts, maps, diagrams, schedules, etc.; how to use the summaries and reviews in the textbook; how to take notes on reading materials; how to study for different kinds of examinations.

Consultants feel that questions on factual materials need to be designed to cause the student to organize, using several concepts developed in a chapter or unit. Apparently, many students find it difficult to answer any question that goes beyond the level of short-term memory which requires only a single piece of information. Instruction in higher levels of comprehension (inferential, evaluative, and critical reading) may be needed.

Reading consultants suggest that school authorities may be well-advised NOT to fall into the practice of adopting textbooks which are written several years below grade level for use with average and above-average readers. It is a difficult challenge to handle adequately, but secondary school personnel could move in the direction of differentiated assignments using a multi-textbook approach.

Secondary teachers may benefit from thorough, planned inservice in developmental reading for high school students. Many teachers have come to view reading as a remedial subject for disabled students. This perception may need to be changed. The reading panel feels that one of the greatest unmet challenges instructional leaders face is that of helping teachers effectively teach heterogeneously grouped classes with wide ranges of reading ability.

By limiting the subject areas, expanding the length of passages, checking readability of items, and asking more inferential and interpretive types of reading comprehension questions, evaluators will be able to continue to improve upon the foundation which has been built with the state assessment.

Appendix A

Reading Panel

Dr. Margaret Hill
Southern Illinois University
Carbondale, Illinois

Mrs. Alberta London
Crete-Monee District #201
Calumet City, Illinois

Dr. Mitchell Ludwinski
Urbana District #116
Urbana, Illinois

Dr. Timothy Shanahan
University of Illinois - Chicago Circle
Chicago, Illinois

Mrs. Hildegarde Voss
Belvidere District #100
Belvidere, Illinois

Mrs. Agnita Wright
Decatur District #61
Decatur, Illinois

ILLINOIS STATE BOARD OF EDUCATION
Department of Planning, Research and Evaluation
Program Evaluation and Assessment Section
100 North First Street
Springfield, Illinois 62777

(1) (2) (3)

READING ATTENDANCE CENTER TEACHER SURVEY

INSTRUCTIONS: Starting with Column 7, indicate your response by placing a number corresponding to your opinion in the appropriate box. Return the form to your building principal when completed.

ITEM NUMBER (4-6)	WHEN WERE STUDENTS EXPOSED TO THE ITEM CONTENT? 1. Have not been 2. Prior to this grade level 3. During this grade level (7)	TO WHAT EXTENT HAVE STUDENTS BEEN EXPOSED TO THE ITEM CONTENT? 1. Not at all 2. Hardly 3. Somewhat 4. Quite 5. Very much (8)	HOW IMPORTANT IS MASTERY OF THE SKILL REQUIRED FOR THE ITEM? 1. Not at all 2. Hardly 3. Somewhat 4. Quite 5. Very much (9)	TO WHAT EXTENT DOES THE ITEM MEASURE READING? 1. Not at all 2. Hardly 3. Somewhat 4. Quite 5. Very much (10)	INDICATE THE DIFFICULTY OF THE ITEM. 1. Very easy 2. Somewhat easy 3. Neither easy nor difficult 4. Somewhat difficult 5. Very difficult (11)	WHAT PERCENTAGE OF STUDENTS WILL ANSWER THIS ITEM CORRECTLY? ____ % (12-14)

TABLE I

FOURTH GRADE READING TEACHER SURVEY - 1979

Item No.	Stu. Score %	Tchr. Est. %	DEGREE OF EXPOSURE: Have Not %	Prior To This Year %	This Year %	IMPORTANCE OF MASTERY: Minimally %	Adequately %	Heavily %	Not Important %	Important %	Very Important %	Does Exercise Measure Subject Matter: No %	Yes %	DEGREE OF DIFFICULTY: Too Easy %	Appro-priate %	Too Difficult %
76.	63	75	0	82	12	14	59	26	3	33	63	18	80	14	83	1
77.	56	69	7	61	29	20	51	26	0	44	54	14	85	0	82	17
78.	51	68	6	58	33	18	58	23	3	45	50	14	85	1	77	20
79.	41	66	8	56	35	20	53	27	0	50	50	14	86	0	83	17
80.	55	70	3	61	36	15	59	26	0	50	50	12	88	3	89	8
81.	52	80	1	82	12	3	47	50	1	38	61	9	91	18	80	1
82.	25	82	0	80	14	1	53	44	0	41	58	9	89	23	74	1
83.	51	83	1	82	12	4	53	42	0	50	50	11	89	24	74	1
84.	77	78	18	53	26	20	53	24	8	58	35	12	79	17	80	3
85.	62	69	23	45	30	33	47	17	1	58	39	23	76	11	71	17
86.	56	70	3	29	67	27	54	17	0	54	44	9	89	1	92	4
87.	73	77	6	48	42	11	64	23	0	67	32	14	85	18	77	3
88.	79	70	6	41	50	14	54	30	1	50	47	9	89	1	86	11
89.	73	71	6	42	50	11	53	35	3	50	45	14	85	4	83	11
90.	55	70	6	41	51	18	51	29	3	50	45	12	86	1	88	9
91.	49	78	11	39	47	32	45	23	12	59	29	11	89	11	80	9
92.	50	77	11	39	47	32	44	24	12	59	29	11	89	11	82	8
93.	43	76	11	39	47	32	45	23	12	58	30	9	91	11	80	9
94.	60	68	12	36	48	20	54	26	3	54	41	15	85	6	80	14
95.	51	67	11	33	53	24	51	24	3	54	41	15	85	6	80	14
96.	81	66	14	35	48	24	54	21	4	54	39	17	83	9	74	17
97.	62	59	18	27	51	30	48	21	4	58	36	17	83	1	59	39
98.	52	77	6	51	38	6	53	41	0	39	61	9	91	9	88	3
99.	51	77	6	51	38	4	54	41	0	39	61	11	89	9	89	1
100.	86	65	6	44	39	12	56	26	3	42	48	11	82	3	82	9
101.	65	68	6	39	47	14	59	24	6	44	47	15	80	1	85	11
102.	44	67	4	38	48	11	62	23	3	47	45	12	82	4	82	9
103.	41	69	3	38	51	12	61	24	3	44	50	12	83	3	85	9
104.	76	76	1	42	48	4	73	20	1	45	50	9	86	9	86	1
105.	77	74	1	42	48	4	68	24	1	44	51	8	88	8	85	4
106.	59	74	3	44	45	6	62	27	0	44	53	9	86	9	86	1
107.	39	69	4	39	48	8	64	26	0	48	48	9	86	3	85	9
108.	50	75	12	38	44	17	53	24	4	44	47	14	80	6	85	4
109.	70	76	11	39	44	17	51	26	4	45	45	17	77	9	79	8
110.	32	69	12	35	47	17	54	23	4	45	45	15	79	3	80	12
111.	14	66	14	33	47	14	58	23	4	45	45	18	76	4	76	15
112.	44	63	15	29	50	18	56	20	4	44	47	18	76	1	77	17
113.	79	67	15	32	47	18	56	20	3	54	38	15	79	4	77	14
114.	63	68	14	38	42	17	51	26	0	51	44	12	82	3	77	15
115.	64	69	14	33	47	18	54	21	0	59	36	14	80	4	85	6
116.	32	68	20	33	41	24	47	23	4	51	39	18	76	6	71	18
117.	38	68	15	32	47	21	54	20	3	54	38	12	82	3	74	18

TABLE II

EIGHTH GRADE READING TEACHER SURVEY (1979)

Item No.	Stu. Score %	Tchr. Est. %	DEGREE OF EXPOSURE: Have Not %	Prior To This Year %	This Year %	Minimally %	Adequately %	Heavily %	IMPORTANCE OF MASTERY: Not Important %	Important %	Very Important %	Does Exercise Measure Subject Matter: No %	Yes %	DEGREE OF DIFFICULTY: Too Easy %	Appro-priate %	Too Difficult %
84.	65	82	7	81	7	17	57	24	4	48	46	17	81	33	63	0
85.	92	86	7	80	9	13	52	35	4	41	56	15	83	46	50	0
86.	91	86	7	85	6	13	57	30	2	46	52	15	83	41	54	2
87.	78	88	4	78	15	9	68	22	7	56	37	20	79	37	57	2
88.	73	81	2	87	9	2	54	44	0	50	50	4	94	41	56	0
89.	85	80	2	85	11	4	57	39	0	50	50	7	91	30	65	2
90.	90	79	2	87	9	2	61	37	0	52	48	4	94	28	67	2
91.	89	78	9	70	18	11	59	30	1	56	43	11	87	26	67	4
92.	84	73	22	57	18	26	54	18	9	63	28	24	74	18	63	15
93.	84	76	17	66	15	21	58	19	4	66	30	21	77	24	64	7
94.	87	76	15	63	20	15	65	18	7	63	30	20	78	24	67	7
95.	90	82	11	76	11	11	61	26	9	56	35	11	87	26	70	0
96.	86	80	11	76	11	13	61	26	7	57	35	11	87	30	67	2
97.	93	83	7	83	7	6	67	28	4	61	35	7	91	37	61	0
98.	80	77	13	68	17	11	63	26	6	67	28	9	89	13	81	4
99.	85	71	18	65	15	20	56	24	7	65	28	17	81	11	78	9
100.	71	72	15	67	17	18	56	26	6	67	28	13	85	13	80	6
101.	66	68	18	65	15	22	54	24	9	65	26	17	81	7	83	7
102.	60	66	24	61	13	26	54	20	11	68	20	17	81	9	74	15
103.	66	61	20	46	33	28	54	18	17	59	24	26	72	7	67	24
104.	61	62	22	46	31	31	54	15	17	61	22	20	78	4	70	24
105.	71	59	26	41	33	31	52	15	17	63	20	18	80	4	65	30
106.	68	67	24	48	28	26	54	18	15	63	22	18	80	9	70	18
107.	67	60	26	44	28	26	54	17	15	63	20	22	74	7	61	26
108.	71	65	17	54	24	20	63	13	15	63	18	15	81	7	70	18
109.	74	66	15	57	22	18	67	13	11	65	20	15	81	7	76	13
110.	47	60	20	52	22	26	56	17	13	59	24	17	80	6	68	22
111.	65	58	33	43	18	41	43	13	15	63	18	20	76	6	67	24
112.	36	53	31	41	22	41	44	13	15	63	18	22	74	2	57	35
113.	15	55	28	39	28	39	46	13	13	65	18	18	78	2	63	31
114.	57	59	22	43	30	30	56	13	11	67	18	15	81	4	70	22
115.	77	71	15	57	22	15	67	15	9	68	18	13	83	6	81	9
116.	54	63	18	54	22	22	63	11	9	68	18	11	85	2	81	13
117.	57	61	18	54	22	26	59	11	9	68	18	17	80	0	78	18
118.	40	53	31	46	17	30	54	11	13	65	18	17	80	0	63	33
119.	44	62	22	57	15	28	54	17	15	57	24	22	74	0	70	26
120.	49	63	18	50	26	22	59	15	17	63	17	17	80	6	78	13
121.	58	61	24	46	24	30	54	13	11	70	15	17	80	6	76	15
122.	65	65	18	48	30	26	59	13	11	68	17	15	81	6	83	7
123.	40	64	15	39	41	26	57	15	13	67	17	13	83	6	81	9
124.	30	63	17	39	39	28	54	17	13	65	18	11	85	4	81	11
125.	49	58	22	37	35	31	50	17	15	63	18	17	80	2	72	20
126.	58	62	11	48	35	18	65	15	9	67	20	11	83	2	80	15
127.	48	63	13	35	46	22	59	17	9	68	18	11	85	2	85	9
128.	33	55	26	30	39	41	43	15	17	61	18	15	81	2	68	26
129.	40	61	13	41	41	26	59	13	13	65	18	11	85	4	80	13
130.	64	81	11	72	13	13	59	26	9	68	18	18	78	28	63	6
131.	67	82	11	68	17	15	57	26	9	68	18	18	78	20	74	2
132.	71	81	9	70	17	15	57	26	7	70	18	13	83	13	80	4
133.	45	72	4	50	39	7	56	31	2	52	43	9	87	6	85	6
134.	56	72	6	50	39	9	56	31	4	56	37	11	85	2	87	7
135.	59	74	4	48	44	7	57	31	0	63	35	11	87	6	87	6

TABLE III

ELEVENTH GRADE READING TEACHER SURVEY - 1979

Item No.	Stu. Score %	Tchr. Est. %	DEGREE OF EXPOSURE: Have Not %	Prior To This Year %	This Year %	IMPORTANCE OF MASTERY: Minimally %	Adequately %	Heavily %	Not Important %	Important %	Very Important %	Does Exercise Measure Subject Matter: No %	Yes %	DEGREE OF DIFFICULTY: Too Easy %	Appro-priate %	Too Difficult %
83.	85	82	6	88	0	20	66	10	6	58	36	24	72	50	46	2
84.	96	87	2	94	0	8	66	22	2	36	62	14	82	56	44	0
85.	79	87	4	90	2	18	38	38	24	56	20	18	78	46	52	2
86.	86	87	4	88	4	18	40	36	24	50	26	16	80	52	46	2
87.	89	86	2	88	6	16	44	36	20	54	26	16	80	48	50	2
88.	82	83	0	92	2	6	54	38	0	36	64	4	94	46	52	2
89.	89	80	0	90	6	4	64	30	0	40	60	10	88	32	68	0
90.	71	80	0	90	4	4	60	32	0	40	60	6	92	32	68	0
91.	93	82	0	92	4	4	60	34	0	40	60	6	92	32	68	0
92.	62	76	0	94	2	4	62	32	2	40	58	10	88	28	68	4
93.	64	74	0	92	4	4	66	26	0	38	62	8	88	24	72	2
94.	44	73	0	86	12	8	66	24	0	42	58	2	96	22	76	2
95.	68	71	6	78	12	16	60	20	4	48	48	12	84	16	76	6
96.	45	74	2	86	10	6	64	26	2	48	50	10	86	20	72	6
97.	12	73	0	84	14	4	70	24	0	48	52	8	90	20	74	6
98.	95	81	4	82	10	16	56	24	4	52	44	14	84	42	56	2
99.	94	79	8	77	12	20	54	22	4	48	48	16	82	34	60	6
100.	90	71	12	52	34	30	50	16	2	48	50	10	88	18	76	6
101.	94	70	12	50	36	30	50	16	2	48	50	10	88	18	74	8
102.	46	67	10	46	42	28	56	12	2	54	44	14	84	12	80	8
103.	87	68	10	48	40	30	56	10	4	52	44	14	84	12	80	8
104.	78	66	12	50	36	32	52	12	4	48	48	14	84	16	76	8
105.	89	70	10	52	36	32	46	18	4	46	50	12	86	18	76	6
106.	83	68	8	66	22	28	54	12	14	58	26	16	80	16	72	10
107.	91	69	10	64	18	30	52	10	16	58	22	20	74	14	72	10
108.	70	67	12	60	20	32	52	8	16	60	20	20	74	10	72	14
109.	94	72	10	64	18	30	52	10	16	60	20	18	76	16	70	10
110.	96	72	10	66	16	30	52	10	16	58	22	18	76	16	70	10
111.	94	72	10	66	16	32	52	8	16	60	20	18	76	16	70	10
112.	72	70	0	78	18	10	72	14	0	60	38	10	86	12	86	0
113.	90	74	0	84	12	10	72	14	0	62	36	10	86	20	78	0
114.	86	72	0	80	16	10	74	12	0	64	34	10	86	20	78	0
115.	93	74	0	80	16	10	72	14	0	60	38	8	88	22	76	0
116.	90	74	0	82	14	10	70	16	0	60	38	8	88	22	76	0
117.	74	67	8	70	16	20	60	14	6	56	34	12	80	18	68	10
118.	89	68	4	70	22	16	66	14	4	62	32	14	82	18	76	4
119.	87	67	4	68	22	22	62	12	4	60	34	14	82	16	74	8
120.	90	65	6	72	18	22	62	12	6	58	34	16	80	14	72	12
121.	59	74	0	80	16	12	72	12	0	62	36	14	82	22	74	2
122.	84	72	0	78	18	12	74	10	2	62	34	16	80	18	78	2
123.	91	77	0	82	14	8	68	20	4	62	32	10	86	26	72	0
124.	86	75	0	82	14	8	70	18	4	64	30	12	84	24	72	2

TABLE III (Continued)

ELEVENTH GRADE READING TEACHER SURVEY - 1979

Item No.	Stu. Score %	Tchr. Est. %	DEGREE OF EXPOSURE: Have Not %	Prior To This Year %	This Year %	Minimally %	Adequately %	Heavily %	IMPORTANCE OF MASTERY: Not Important %	Important %	Very Important %	Does Exercise Measure Subject Matter: No %	Yes %	DEGREE OF DIFFICULTY: Too Easy %	Appro-priate %	Too Difficult %
125.	92	74	10	80	4	20	66	10	24	56	18	24	72	42	50	4
126.	90	78	8	84	2	16	70	10	24	58	16	22	74	50	44	2
127.	90	77	8	84	2	18	66	12	28	52	18	24	72	48	44	4
128.	71	73	4	76	16	12	70	12	8	68	22	10	86	30	68	0
129.	74	73	6	74	16	14	66	12	8	64	26	6	88	34	60	2
130.	60	73	4	78	14	12	68	14	4	68	26	6	90	34	62	2
131.	70	67	20	46	30	22	62	12	4	70	24	10	86	6	84	8
132.	82	67	22	44	30	26	56	14	6	68	24	10	86	8	86	4
133.	83	65	16	48	30	22	62	12	2	62	34	6	90	6	90	2
134.	72	64	20	60	14	28	56	10	14	70	16	10	88	16	70	12
135.	78	63	22	58	14	30	58	6	14	70	16	12	86	10	76	14
136.	82	66	18	62	14	24	60	10	10	72	18	8	90	10	82	8
137.	25	54	20	56	18	34	54	6	10	72	18	8	88	6	72	20
138.	39	65	10	42	38	18	64	10	0	62	38	4	94	6	92	0
139.	50	61	12	38	40	20	66	6	0	64	36	2	96	2	88	8
140.	67	60	10	38	44	20	68	6	0	66	34	2	96	4	86	10
141.	73	64	6	38	48	14	70	10	2	60	38	4	94	4	92	4
142.	35	59	8	40	44	18	64	12	0	58	42	8	90	4	88	8
143.	69	62	14	52	30	20	64	8	2	62	36	8	90	6	86	8
144.	67	61	16	52	28	20	64	8	2	62	36	10	88	6	88	6
145.	46	59	16	52	28	22	62	8	2	64	34	12	86	6	84	10
146.	67	63	16	54	26	22	60	10	4	60	36	12	86	6	86	8
147.	61	64	16	50	30	22	62	8	2	68	30	10	88	8	88	4
148.	69	64	16	52	28	22	64	6	2	68	30	10	88	6	90	4
149.	72	65	18	48	30	22	62	8	4	68	28	10	88	6	90	4
150.	27	61	18	50	26	24	62	6	6	64	30	10	88	8	88	4
151.	63	59	22	44	28	26	58	6	4	64	30	12	86	6	84	0
152.	59	62	16	50	28	18	64	10	0	70	28	8	88	6	86	6
153.	48	62	12	50	32	16	68	8	0	64	34	12	84	4	90	4
154.	56	66	12	48	32	16	64	12	0	62	36	10	86	8	86	4
155.	59	66	14	46	32	18	62	12	0	62	36	10	86	10	80	8
156.	32	62	16	50	26	20	62	10	0	62	36	8	88	6	84	8

TABLE IV

FOURTH GRADE READING TEACHER SURVEY - 1980

Item No.	Stu. Score %	Tchr. Est. %	DEGREE OF EXPOSURE: Have Not %	Prior To This Year %	This Year %	Minimally %	Adequately %	Heavily %	IMPORTANCE OF MASTERY: Not Important %	Important %	Very Important %	Does Exercise Measure Subject Matter: No %	Yes %	DEGREE OF DIFFICULTY: Too Easy %	Appro-priate %	Too Difficult %
74.	78	74	18	57	25	24	35	42	4	22	74	3	97	38	38	24
75.	86	66	30	47	23	33	39	29	3	22	75	3	97	23	32	36
76.	86	78	0	86	14	2	19	78	0	8	92	0	100	42	31	27
77.	90	78	2	84	14	2	20	78	0	5	95	0	99	44	31	25
78.	93	80	1	84	15	2	20	78	1	5	94	0	100	44	30	26
79.	66	70	3	65	32	7	39	54	2	20	78	4	96	15	28	57
80.	78	78	5	72	22	12	29	59	1	18	80	5	94	43	24	34
81.	83	87	0	89	11	2	10	88	2	10	88	20	80	63	25	13
82.	96	81	0	77	23	2	13	85	1	10	89	18	82	46	27	27
83.	72	70	8	55	38	9	40	51	2	16	82	0	99	14	35	51
84.	76	70	2	56	42	3	42	55	0	15	85	1	99	15	26	61
85.	61	67	6	47	46	7	48	44	2	25	73	1	99	13	26	61
86.	93	76	9	63	28	13	28	59	7	23	70	0	100	39	30	31
87.	94	78	8	65	28	11	28	62	5	23	72	0	100	39	36	25
88.	75	78	7	67	27	12	28	60	5	20	75	1	99	35	37	28
89.	48	71	8	55	38	11	33	56	4	15	80	2	98	25	23	52
90.	61	66	10	48	42	16	39	46	4	14	82	1	99	13	24	64
91.	83	59	22	40	39	26	37	38	5	16	78	3	97	8	22	71
92.	79	64	14	44	42	19	33	48	4	8	88	0	100	8	29	53
93.	66	66	13	40	47	19	38	44	1	13	86	1	99	11	30	59
94.	54	63	15	41	44	24	32	46	2	13	85	0	100	8	26	66
95.	69	67	10	48	42	17	36	48	1	15	83	1	99	12	29	59
96.	52	59	12	37	52	18	39	43	3	15	82	1	99	8	20	73
97.	84	64	11	33	56	16	40	44	3	9	88	1	99	12	21	66
98.	79	71	10	42	47	9	37	54	1	22	77	1	98	15	42	43
99.	74	71	4	43	51	7	37	56	2	20	78	2	97	16	30	54
100.	64	71	6	44	49	4	34	61	2	19	79	1	99	18	36	46
101.	60	67	7	36	57	9	40	51	1	19	78	0	100	8	29	63
102.	68	64	8	46	46	18	36	47	1	15	85	0	100	9	28	63
103.	56	63	7	44	48	18	39	43	3	14	83	0	100	8	27	65
104.	65	66	7	47	46	11	41	48	2	14	84	1	99	8	26	66
105.	58	54	19	21	60	26	40	30	3	10	87	1	99	2	10	87
106.	37	56	18	22	60	14	38	39	5	8	88	0	100	3	10	87
107.	53	56	20	20	60	23	40	37	3	9	88	1	99	2	11	87
108.	29	48	40	12	48	61	27	13	10	16	74	8	92	1	9	90
109.	64	64	19	36	46	27	36	38	2	11	87	0	100	16	28	61
110.	54	64	21	37	42	31	31	38	1	15	84	1	99	13	32	55
111.	44	57	34	22	43	36	32	32	6	10	84	1	99	6	18	76
112.	34	52	37	17	47	55	28	27	6	15	79	3	97	4	10	86
113.	25	46	39	16	46	48	29	22	8	16	76	1	99	3	9	87

TABLE V

TEACHER SURVEY GRADE 8 - 1980

Item No.	Stu. Score %	Tchr. Est. %	DEGREE OF EXPOSURE: Have Not %	Prior To This Year %	This Year %	IMPORTANCE OF MASTERY: Minimally %	Adequately %	Heavily %	Not Important %	Important %	Very Important %	Does Exercise Measure Subject Matter: No %	Yes %	DEGREE OF DIFFICULTY: Too Easy %	Appro-priate %	Too Difficult %
74.	70	77	5	85	11	12	38	50	1	23	76	0	100	53	28	19
75.	93	87	6	84	11	12	26	63	8	24	68	8	92	82	14	4
76.	94	81	12	80	8	18	37	46	7	23	70	8	92	58	20	22
77.	80	85	6	83	12	17	40	44	10	36	54	15	85	71	21	8
78.	77	80	1	90	9	2	23	74	6	22	72	5	95	50	27	23
79.	88	76	1	87	12	6	29	65	5	17	78	2	98	40	27	33
80.	94	75	4	84	13	8	24	68	4	21	76	5	95	38	22	40
81.	90	72	16	69	15	20	34	47	6	24	71	8	92	22	28	49
82.	93	78	4	86	11	9	35	56	7	32	61	9	91	45	26	30
83.	91	77	2	87	11	7	35	58	6	27	67	7	93	45	25	31
84.	95	78	2	85	13	6	34	61	5	33	62	8	92	55	21	24
85.	85	72	12	74	14	26	35	39	6	32	62	8	92	26	29	45
86.	88	75	6	78	17	20	34	46	6	32	62	7	93	31	35	34
87.	90	73	8	73	19	20	38	41	7	28	65	9	91	22	31	47
88.	87	72	5	67	28	19	38	43	5	31	65	5	95	21	29	50
89.	92	70	14	63	23	22	41	37	4	34	63	7	93	16	27	57
90.	79	68	12	66	22	22	34	45	2	33	65	4	96	13	26	61
91.	72	64	16	61	23	30	34	37	6	22	72	7	93	9	17	75
92.	65	63	19	59	22	33	28	39	7	20	73	8	92	13	13	84
93.	72	64	17	60	24	25	42	33	7	31	62	10	90	13	29	58
94.	80	65	11	65	25	18	48	34	4	32	64	6	94	14	29	57
95.	52	60	17	59	25	25	49	26	4	33	63	6	94	10	14	76
96.	42	60	4	47	49	19	49	32	1	30	69	6	94	13	10	77
97.	37	59	6	51	43	18	46	36	1	30	69	2	98	11	13	75
98.	55	56	18	39	43	33	46	22	5	28	68	4	96	7	6	87
99.	68	60	12	43	45	26	49	25	2	29	69	4	96	11	15	74
100.	58	60	9	43	49	27	48	26	1	29	70	2	98	7	13	70
101.	37	54	17	40	43	35	42	23	5	29	67	4	96	7	6	87
102.	76	81	2	88	10	7	27	66	12	35	53	8	92	64	23	13
103.	77	80	2	87	11	7	29	64	12	40	48	5	95	50	29	21
104.	84	82	2	89	8	6	28	66	10	36	64	8	92	59	27	15
105.	59	64	7	61	32	14	40	47	1	16	83	0	100	7	73	20
106.	73	68	5	64	31	9	46	46	1	21	78	0	100	12	33	54
107.	70	69	5	63	32	9	42	49	1	19	80	0	100	20	28	52
108.	90	79	3	73	25	5	38	57	7	35	58	5	95	40	43	16
109.	82	68	9	63	28	14	53	33	4	17	79	1	99	12	27	61
110.	49	64	9	58	33	19	43	38	0	26	74	1	99	11	22	67
111.	58	66	1	80	19	7	26	67	7	24	69	24	76	20	33	47
112.	77	65	5	63	32	15	46	40	2	31	67	1	98	14	25	62
113.	62	63	5	59	36	10	48	42	4	20	76	0	100	9	15	75
114.	45	65	5	62	33	10	44	46	0	21	79	3	97	11	20	69
115.	60	65	5	61	35	10	42	48	1	19	80	1	99	12	25	63
116.	35	59	11	68	21	18	40	43	8	23	70	13	87	10	10	80
117.	48	62	10	73	18	12	45	44	8	23	70	12	88	11	13	75
118.	50	66	10	70	20	10	38	53	4	26	70	0	100	11	21	68
119.	50	62	12	48	40	23	42	35	0	24	76	3	97	11	19	70
120.	51	57	12	58	30	22	26	52	2	9	89	1	99	4	9	87

TABLE VI

TEACHER SURVEY GRADE 11 - 1980

Item No.	Stu. Score %	Tchr. Est. %	DEGREE OF EXPOSURE: Have Not %	Prior To This Year %	This Year %	Minimally %	Adequately %	Heavily %	IMPORTANCE OF MASTERY: Not Important %	Important %	Very Important %	Does Exercise Measure Subject Matter: No %	Yes %	DEGREE OF DIFFICULTY: Too Easy %	Appro-priate %	Too Difficult %
73.	98	88	2	84	3	6	22	72	6	12	82	15	85	85	10	3
74.	87	85	1	83	4	10	44	46	10	25	65	15	85	78	16	6
75.	70	72	2	73	15	8	46	47	15	8	88	2	98	28	23	49
76.	53	67	2	78	19	9	43	48	1	8	92	0	100	19	19	52
77.	63	66	6	84	10	13	47	41	3	10	87	1	99	10	26	64
78.	89	80	0	94	6	2	27	71	3	19	78	3	97	43	39	18
79.	70	77	0	96	4	2	31	67	3	22	75	5	95	38	30	32
80.	68	69	10	81	9	15	35	50	3	19	78	5	95	12	33	55
81.	86	79	0	98	2	2	26	72	3	20	77	3	97	44	34	22
82.	87	70	1	90	9	16	33	51	9	21	70	8	92	30	25	45
83.	93	72	2	91	7	16	30	54	9	24	67	9	81	36	27	37
84	73	70	2	91	7	16	30	54	9	22	69	10	90	25	33	43
85.	95	75	2	92	6	14	26	60	9	21	70	8	92	38	30	31
86.	97	76	2	92	6	15	30	55	9	21	70	7	93	37	33	30
87.	96	75	2	92	6	15	28	57	9	20	71	8	92	37	32	31
88.	95	79	7	92	1	15	40	45	21	29	50	24	76	59	26	15
89.	92	81	6	93	1	13	38	50	20	32	48	28	72	61	26	13
90.	93	81	7	92	1	14	35	52	20	34	46	26	74	57	29	13
91.	96	83	7	88	6	11	39	50	14	26	60	16	84	60	26	14
92.	95	81	7	88	6	10	39	51	11	26	63	17	83	59	22	19
93.	64	75	1	91	8	5	36	59	7	27	66	9	91	32	27	42
94.	88	76	2	91	7	5	48	48	9	26	65	10	90	30	34	36
95.	95	81	3	89	8	6	41	53	10	30	60	8	92	47	30	24
96.	90	78	5	86	9	8	44	48	10	28	62	7	93	38	34	28
97.	76	72	2	89	9	8	47	45	8	44	48	15	85	28	37	35
98.	77	74	5	85	10	13	43	44	10	36	54	12	88	29	38	33
99.	63	75	1	92	7	7	42	51	7	41	52	17	83	36	35	29
100.	72	72	7	83	10	19	41	40	3	35	62	5	95	28	26	46
101.	92	75	6	85	9	19	37	44	3	36	61	3	97	30	38	32
102.	86	73	5	85	11	17	37	46	2	33	65	3	97	25	33	41
103.	93	76	5	85	11	17	38	45	2	38	60	3	97	32	36	32
104.	90	75	6	85	9	18	37	45	3	35	62	3	97	30	36	34
105.	75	71	8	69	23	20	45	35	9	29	62	10	90	16	37	47
106.	90	70	7	69	24	20	46	34	9	31	60	6	94	15	39	46
107.	38	65	8	65	27	20	48	32	9	31	60	4	96	12	23	65
108.	85	67	8	64	28	19	48	33	9	31	60	6	94	15	23	62
109.	76	67	7	74	19	21	52	27	4	32	64	5	95	10	29	61
110.	90	67	7	73	20	21	50	29	6	32	62	5	95	13	26	61
111.	88	64	7	67	26	21	58	21	7	33	60	7	93	8	24	68
112.	88	66	8	68	24	25	50	25	8	30	62	6	94	15	20	65
113.	85	65	16	54	30	35	35	30	3	27	70	6	94	11	30	59
114.	93	68	14	56	30	32	35	33	4	26	70	6	94	18	38	44
115.	45	61	15	50	35	36	33	31	3	24	73	6	94	6	19	75
116.	84	63	14	52	34	36	33	31	3	23	74	5	95	10	24	66
117.	76	64	14	52	34	35	33	32	3	25	76	6	94	7	28	65
118.	87	68	15	54	31	31	35	34	4	22	74	7	93	18	31	51
119.	83	86	6	92	2	9	17	73	11	36	53	10	90	60	32	8
120.	79	84	5	93	2	8	20	72	13	35	52	10	90	56	32	12
121.	86	83	6	92	2	9	19	72	15	32	53	9	91	55	34	11
122.	53	59	13	47	40	26	40	34	8	21	71	16	84	1	13	86
123.	41	58	13	48	39	23	42	35	8	21	71	16	84	2	14	84
124.	25	53	13	43	44	31	36	33	10	20	70	16	84	1	5	94
125.	47	63	4	66	30	15	25	60	5	9	86	2	98	2	18	80
126.	61	62	2	70	28	13	29	58	6	10	84	1	99	2	17	81